

CERTIFIED PERSONNEL EVALUATION PLAN



WOLFE COUNTY

“EVALUATION LEADS TO IMPROVEMENT”

**A HANDBOOK OF GUIDELINES AND PROCEDURES
FOR FORMATIVE AND SUMMATIVE EVALUATION OF
CERTIFIED STAFF**

**WOLFE COUNTY SCHOOLS
CAMPTON, KENTUCKY**

TABLE OF CONTENTS

Evaluation Plan Committee	4
Assurances	5
Forward	6
Kentucky Department of Education Guidelines	7
Wolfe County Board Policy	12
Orientation Plan (Narrative)	14
Observation Process (Narrative)	15
Evaluation Timelines (Stipulated and Recommended)	16
Internship/Professional Growth and Evaluation Process (Teachers)	17
Internship/Professional Growth and Evaluation Processes (Administrators)	18
Teacher/Library Media Specialists Forms	
Pre-observation Information Form for Teachers/LMS	19
Standards/Performance Criteria for Teachers	20
Data Collection Summary for Teachers	22
Summative Conferencing Form for Teachers	37
Summative Evaluation for Teachers	40
Data Collection Summary for Library Media Specialist	41
Standards/Performance Criteria for LMS	45
Summative Conferencing Form for LMS	65
Summative Evaluation for LMS	71
Administrator/Counselor Forms	
Pre-observation Information Form for Administrators/Counselors	72
Standards/Performance Criteria for Administrators	73
Data Collection Summary for Administrators	75
Summative Conferencing Form for Administrators	79
Summative Evaluation for Administrators	81
Standards/Performance Criteria for Counselors	82
Data Collection Summary for Counselors	86
Summative Conferencing Form for Counselors	94
Summative Evaluation for Counselors	99

Professional Growth Plan (Narrative)	100
Professional Growth Plan, Instructions for Completing	101
Professional Growth Plan (Form)	102
Stages of Development Related to Outcomes and Professional Development	103
Individual Corrective Action Plan (Narrative)	104
Individual Corrective Action Plan (Form)	105
Appeal of Evaluation	106
Evaluation Appeals Hearing Request Form	108
Evaluation Instrument for Superintendent	109

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN COMMITTEE

Name of District: Wolfe County

Address: PO Box 160
Main Street
Campton, KY 41301

Superintendent: Kenny Bell

Evaluation Contact Person: Robin Halsey,
District Administrator
606/668-8002

Evaluation Planning Committee Members:

Amanda Sparks, Teacher/Rogers Elementary
Nick Brooks, Teacher/Wolfe County Middle School
Libby Bowman, Teacher/Campton Elementary
Stacy Rose, Teacher/Red River Valley Elementary
Robin Halsey, Chairman/District Administrator
Judy Carson, Assistant Superintendent
Russell Halsey, Principal/Campton Elementary
Lou Brewer, CIO/District

ASSURANCES

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The _____ School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on _____.

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

Forward

Kentucky law requires that each school district adopt board policy pertaining to staff evaluation and that a plan and procedures be submitted to the State Department of Education for approval.

This handbook, developed by a committee of teachers and administrators, is designed to orient staff to the local board policy, to the procedures to be utilized to implement the evaluation plan, and to serve as a reference when needed.

The purposes of the evaluation program are stated in board policy. The system has been developed on the premise that our staff is professional, motivated, and continually striving for self and program improvement. With this in mind, all of us involved in the evaluation process are aware of the seriousness of their undertaking while at the same time positive as to its benefits for personal growth and the improvement of the educational program of this school district.

Kenny Bell
Superintendent of Wolfe County Schools

EDUCATION, ARTS, AND HUMANITIES CABINET
Kentucky Board of Education
Department of Education
(Amendment)

704 KAR 3:345. Evaluation Guidelines

RELATES TO: KRS 156.557

STATUTORY AUTHORITY: KRS 156.070, 156.557(3)(c)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.557(3)(c) requires the Kentucky Board of Education to develop written guidelines for local school districts to follow in developing and implementing an evaluation system for certified employees. This administrative regulation establishes the requirements for the evaluation programs and policies of local school districts.

Section 1. Definitions.

(1) "Administrator" means a certified staff person who devotes the majority of his employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20.

(2) "Conference" means a meeting involving the evaluator and the certified employee being evaluated for the purposes of providing feedback from the evaluator, analyzing the results of an observation or observations and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.

(3) "Evaluation" means:

(a) The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, and based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance; and

(b) The establishment and monitoring of a professional growth plan.

(4) "Formative evaluation" is defined by KRS 156.557(3)(b)1.

(5) "Indicators" means measurable or observable behaviors and outcomes that demonstrate performance criteria.

(6) "Job category" means a group or class of positions with closely related functions (e.g., principal, coordinator, director).

(7) "Observation" means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.

(8) "Other support staff" means certified staff other than teacher or administrator.

(9) "Performance criteria" means performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan.

(10) "Position" means a professional role in the school district (e.g., teacher, secondary principal, supervisor of instruction).

(11) "Professional growth plan" means an individualized plan that includes:

(a) Goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator;

(b) Objectives, a plan for achieving the objectives, and a method for evaluating success; and

(c) Alignment with the specific goals and objectives of the school improvement plan or the district improvement plan; and

(d) Identification of school and district resources within available funds to accomplish the goals.

(12) "Standards of performance" means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.

(13) "Summative evaluation" is defined by KRS 156.557(3)(b)2.

(14) "Teacher" means a certified staff person who directly instructs students.

Section 2.

Each local school district shall have an evaluation plan and procedures approved by the Kentucky Department of Education. Approval of the plan and procedures shall be for the purpose of certification as to the compliance of each specific school district's evaluation plan with the guidelines established in this administrative regulation.

Section 3.

The local school district shall have a written policy for the evaluation of all certified employees consistent with KRS 156.557.

Section 4.

(1) An evaluation committee consisting of equal numbers of teachers and administrators shall develop evaluation procedures and forms for certified positions below the level of the district superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education. The evaluation procedures and forms shall be designed to foster professional growth and to support individual personnel decisions.

(2) The procedures shall provide for both formative evaluation and summative evaluation and shall include the following elements:

(a) The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

(b) The monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The local district may determine the length and frequency and nature of observations conducted by an evaluator.

(c) The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.

(d) The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.

(e) Evaluation shall include a formative evaluation conference between the evaluator and the person evaluated within one (1) work week following each observation. In addition, the summative evaluation conference shall be held at the end of the evaluation cycle and include all evaluation data.

(f) Evaluation with multiple observations shall occur annually for each nontenured certified employee. The formative data collected during the beginning teacher internship period may be utilized in summative evaluation of the intern.

(g) Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory.

- (h) Summative evaluation shall occur a minimum of once every three (3) year period for each tenured teacher.
- (i) Summative evaluation shall occur annually for an administrator.
- (j) The evaluation of a certified employee below the level of the district superintendent shall be in writing on an evaluation form developed pursuant to subsection (1) of this section and become a part of the official personnel record.
- (k) The observations shall include documentation of information to be used in determining the performance of the evaluatee.
- (l) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.
- (m) A copy of the evaluation shall be provided to the evaluatee.

Section 5.

- (1) The evaluation form shall include a list of performance criteria characteristic of effective teaching or administrative practices. Under each criterion, specific descriptors or indicators that can be measured or observed and recorded shall be listed. Additionally, standards of performance shall be established for each criterion. The performance criteria shall include those that apply to the employee being evaluated and that are identified within KRS 156.557(2).
- (2) The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.
- (3) An evaluation form or instrument shall be specific for each position or job category. Other forms for observation and pre- and postconferences may be used at the discretion of the local district.

Section 6.

- (1) The primary evaluator, with the exception of a district board of education member, shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education.
- (2) Training shall:
 - (a) Include skill development in the use of the local evaluation process. Each local district shall conduct this training;
 - (b) Include skill development in the identification of effective teaching and management practices, effective observation and conferencing techniques, establishing and assisting with a certified employee professional growth plan, and summative evaluation techniques relative to the academic expectations in 703 KAR 4:060. This training shall be conducted by a provider who has been approved by the Kentucky Department of Education as a trainer for the Instructional Leadership Improvement Program;
 - (c) Be provided by the Kentucky Department of Education for all new administrators who are designated as evaluators. Other administrators who have not received training in the skill areas listed in paragraph (b) of this subsection may participate also; and
 - (d) Be approved as a part of the evaluation plan and procedures submitted to the Kentucky Department of Education.
- (3) Testing shall:
 - (a) Include a cognitive test of research-based and professionally accepted teaching and management practices and effective evaluation techniques listed in subsection (2)(b) of this section; and

(b) Be conducted by the Kentucky Department of Education or an individual or agency approved by the Kentucky Department of Education.

(4) Initial approval as an evaluator shall be issued by the Kentucky Department of Education upon completion of the required evaluation training program and successful completion of testing.

(5) (a) Continued approval as an evaluator shall be contingent upon the completion of a minimum of twelve (12) hours of evaluation training every two (2) years.

(b) This training shall be in any one, or a combination, of the following skill areas:

1. Use of the local evaluation process;

2. Identification of effective teaching and management practices;

3. Effective observation and conferencing techniques;

4. Establishing and assisting with certified employee professional growth plans;

5. Summative evaluation techniques; or

6. Completion of training or update training in the Kentucky Teacher Internship Program in 704 KAR 20:690 or Kentucky Principal Internship Program in 704 KAR 20:470 not to exceed six (6) hours per two (2) year cycle.

(6) Each local district shall designate a contact person responsible for monitoring evaluation training and implementing the evaluation plan.

Section 7.

For an appeal to the local evaluation appeals panel, each local evaluation plan shall provide for the following:

(1) Right to a hearing as to every appeal;

(2) Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and

(3) Right to presence of evaluatee's chosen representative.

Section 8.

(1) The local board of education shall review as needed the evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation.

(2) If a substantive change is made to the evaluation plan, the local board of education shall utilize the evaluation committee, as provided for in Section 4(1) of this administrative regulation, in formulating the revision.

(3) Examples of substantive change shall include a change in:

(a) Cycle;

(b) Observation frequency;

(c) A form; or

(d) An appeal procedure.

(4) A revision to the plan shall be reviewed and approved by the local board of education and submitted to the Kentucky Department of Education for approval.

Section 9.

(1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

- CERTIFIED PERSONNEL -**Evaluation****DEVELOPMENT OF SYSTEM**

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with applicable statute and regulation.¹

PURPOSES

The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

NOTIFICATION

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year.

REVIEW

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign and date the evaluation instrument.

All evaluations shall be maintained in the employee's personnel file.²

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.¹

ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

TERMS

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

CHAIRPERSON

The chairperson of the panel shall be the certified employee appointed by the Board.

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

Evaluation

APPEAL FORM

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

CONFLICTS OF INTERESTS

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

HEARING

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

PANEL DECISION

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

SUPERINTENDENT

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary.

REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

REFERENCES:

¹[KRS 156.557](#), [704 KAR 003:345](#)
[OAG 92-135](#), Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:

²03.15, 03.16, 02.14

Adopted/Amended: 07/12/2006
Order #: 6386

ORIENTATION PLAN

Prior to implementation of the evaluation program, the superintendent or designated representative will meet with administrative staff to review the evaluation system, make personnel assignments, and establish any further necessary criteria. Following this in-service and administrative orientation, the administrative staff will then meet with all district staff to present them with this handbook, review instruments to be used in the evaluation program, and to notify staff selected for review for this school year.

Prior to conducting formal evaluation procedures, all principals will attend professional growth in-service on the identification of effective teaching and management techniques, techniques for conducting observations, techniques for conducting evaluation conferences, and techniques for establishing improvement plans.

OBSERVATION PROCESS

Monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator, shall be in writing on the approved evaluation form and shall become part of the official personnel record. Formal observations may be conducted with one-week notice. Informal observations may be conducted without prior notice to a staff member. The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

Formative Phase

Pre-observation

Prior to each observation, the evaluatee and the evaluator will complete the appropriate Pre-observation Form.

Data Collection/Post Observation Conference

A Post Observation Conference will be conducted within one (1) work week following each Observation, in which an open discussion of the observation and feedback to the evaluatee regarding performances/products shall occur. The evaluatee's professional growth plan/activities shall also be discussed/established or revised. A copy of the evaluation shall be provided to the evaluatee.

Summative Phase

Summative Conference/Summative Evaluation

The summative conference must be conducted by the immediate supervisor. The summative evaluation will be completed at the summative conference. The conference should be conducted no later than one work week following final evaluation activities. All collected evaluation data for this cycle will be discussed and the evaluatee's professional growth plan will be established/revised during the conference. A copy of the Summative Evaluation will be provided to the person evaluated.

When an evaluatee receives a rating of "does not meet" on any Standard(s) on the Summative Evaluation Form, an Individual Corrective Action Plan MUST be developed. An Individual Corrective Action Plan may be developed anytime as a means of identifying a weakness and addressing necessary steps to correct or strengthen said area.

***Any evaluatee shall have the opportunity to reflect his/her feelings and opinions regarding any observation in writing and shall have that response become a part of his/her official personnel file.**

***The evaluation plan shall be explained to and discussed with ALL certified employees no later than the end of the first month of reporting for employment for each school year.**

Evaluations Timelines (Stipulated and Recommended)

Stipulated:

Internship employees (teachers and principals) are evaluated according to the specific time frames stipulated in the respective administrative regulations.

All other non-tenured teachers/library media specialists will be evaluated annually. Tenured teachers/library media specialists with satisfactory work performance must be observed at least one (1) time every three-year period. Unsatisfactory evaluation for tenured teachers will result in multiply observations per year. All administrators will be observed and evaluated annually.

Recommended Timelines for Wolfe County Schools:

First formative observation/conference	By October 15
Second formative observations/conference	By February 15
Summative evaluation	By April 30

It is recommended that no formal observations be conducted within the first thirty (30) days of the school year and that all evaluations be completed at least thirty (30) days prior to the end of the school year and that a minimum of thirty (30) days be allowed between observations.

Notes:

INTERNSHIP/PROFESSIONAL GROWTH AND EVALUATION PROCESS

INTERN TEACHER		NEW and EXPERIENCED TEACHERS	
Non-Tenured		Non-Tenured	Tenured
less than one (1) year		one (1) through four (4) years	more than four (4) years
The evaluation plan shall be explained to and discussed with all certified employees no later than the end of the first month of reporting for employment for each school year.			
FORMATIVE PHASE (data collection)			
Initial Conference and Pre-Conference(s) (prior to each observation) 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information	Pre-Conference(s) (prior to each observations) 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information	Pre-Conference(s) (prior to each observation) 1. who observes 2. when observations are to occur 3. where 4. unit of study/lesson plan 5. other exchange of information	
Formative Observations *1. minimum of three (3) per year when results are satisfactory. 2. prior to each formative conference 3. use KTIP Form *More observations may occur when results are unsatisfactory	Formative Observations *1. minimum of two (2) per year when results are satisfactory. 2. prior to each formative conference *More observations shall occur when results are unsatisfactory	Formative Observations *1. minimum of one (1) every (3) three-year period when results are satisfactory 2. prior to each formative conference *Multiple observations shall occur when results are unsatisfactory	
Formative Conferences (post) *1. minimum of three (3) per year 2. intern/intern committee 3. conference with intern follows observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities 6. written reports *More conferences may occur when observation results are unsatisfactory	Formative Conferences (post) *1. minimum of two (2) per year 2. evaluator/evalutee 3. within one (1) work-week following each observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities *More conferences shall occur when observations results are unsatisfactory	Formative Conferences (post) *1. minimum of one (1) every (3) three -year period when results are satisfactory 2. evaluator/evalutee 3. within one (1) work-week following each observation 4. open discussion of observation and feedback to teacher regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities *Multiple conferences shall occur when observation results are unsatisfactory	
SUMMATIVE PHASE (decision-making)			
Summative Conference (post) 1. discussion between intern and intern committee 2. one time 3. includes all data collected 4. held at the end of the cycle 5. completed (written) report provided to the intern 6. establish/revise individual professional growth plan	Summative Conference (post) 1. discussion between person evaluated and evaluator 2. once each year 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to person evaluated 6. establish/revise individual professional growth plan	Summative Conference (post) 1. discussion between person evaluated and evaluator 2. once every (3) three-year period 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to person evaluated 6. establish/revise individual professional growth plan	
Summative Evaluation	Summative Evaluation	Summative Evaluation	
1. one time 2. summary/conclusions from all formal and informal evaluation data 3. written report and decision	1. once each year 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report	1. minimum of one (1) every (3) three-year period 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report	
District teacher personnel files shall contain: 1. Summative evaluation (completed form) per teacher at the end of the evaluation cycle. 2. Individual professional growth plan per teacher/per evaluation cycle (reviewed annually). 3. Intern records maintained according to KTIP 16 KAR 7:010			
*Local districts may require more observations/conferences/professional growth activities than stipulated in above table. Specific timelines are designated in the local district plan and teacher internship regulation.			
Procedures used for interns are stipulated by 16 KAR 7:010 (Kentucky Teacher Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.557.			

INTERNSHIP/PROFESSIONAL GROWTH AND EVALUATION PROCESSES (Education Administrators)

INTERN PRINCIPAL		ALL SCHOOL ADMINISTRATORS	
		(except local district superintendent)	
less than one (1) year		one (1) or more years experience	
The evaluation plan shall be explained to and discussed with all certified employees no later than the end of the first month of reporting for employment for each school year.			
FORMATIVE PHASE (data collection)			
Initial Conference and Pre-conference(s) (prior to each observation) 1. who observes 2. when observations are to occur 3. where 4. activity observed 5. other exchange of information		Pre-conference(s) (prior to each observation) 1. who observes 2. when observations are to occur 3. where 4. activity observed 5. other exchange of information	
Formative Observations *1. minimum of three (3) per year when results are satisfactory. 2. prior to each formative conference 3. use PIP Form *More observations may occur when results are unsatisfactory		Formative Observations *1. minimum of one per year when results are satisfactory. 2. prior to each formative conference. *More observations shall occur when results are unsatisfactory	
Formative Conferences (post) *1. minimum of three (3) per year 2. intern/intern committee 3. conference with intern follows observation 4. open discussion of observation and feedback to principal regarding performance/products 5. discuss/establish/revise individual professional growth plan/activities 6. written reports *More conferences may occur when observation results are unsatisfactory		Formative Conferences (post) *1. minimum of one per year 2. evaluator/evaluatee 3. within one (1) work-week following each observation 4. open discussion of observation and feedback to evaluatee regarding performances/products 5. discuss/establish/revise individual professional growth plan/activities *More conferences shall occur when observation results are unsatisfactory	
SUMMATIVE PHASE (decision-making)			
Summative Evaluation 1. one time 2. summary/conclusions from all formal and informal evaluation data 3. written report and decision		Summative Evaluation 1. once each year 2. summary/conclusions from all evaluation data (formative and summative) 3. written evaluation report	
Summative Conference (post) 1. discussion between intern and intern committee 2. one time 3. includes all data collected 4. held at the end of the cycle 5. completed (written) report provided to the intern 6. establish/revise individual professional growth plan		Summative Conference (post) 1. discussion between person evaluated and evaluator 2. once each year 3. includes all evaluation data collected 4. held at the end of the evaluation cycle 5. completed (written) evaluation report provided to person evaluated 6. discuss/establish/revise individual professional growth plan/activities	
District personnel files shall contain: 1. Summative evaluation (completed form) per administrator at the end of the evaluation cycle. 2. Individual professional growth plan per administrator/per evaluation cycle (reviewed annually). 3. Intern records maintained according to KPIP 16 KAR 7:020			
*Local district may require more observations/conferences/professional growth activities than stipulated in above table. Specific timelines are designated in the local district plan and the principal internship regulation.			
Procedures used for interns are stipulated by 16 KAR 7:020 (Kentucky Principal Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.557.			

PREOBSERVATION INFORMATION FORM FOR TEACHERS/LIBRARY MEDIA SPECIALISTS

The pre-observation information form is to be completed by the teacher at least one day prior to the observation date.

Teacher: _____
Data: _____

Class: _____
Time: _____

1. Background: Where are you in the lesson/theme? Check appropriate type of teaching.

Review _____ Reteaching _____ New Lesson _____ Other (Name) _____

2. Kentucky Core Content: What Kentucky Core Content/Program of Studies does this lesson evolve from/address?

3. What content areas have been integrated into this lesson?

4. Method, Procedures, Activities:

How will learning be accomplished?

List specific examples: Real life problem solving, cooperative learning groups, manipulatives, etc.

5. Assessment:

How will this lesson be assessed? Does assessment occur in the context of the learning environment and reflect actual learning experiences in the classroom. List specific type(s) of assessment.

Are there any student characteristics or behaviors the observer should be aware of during the observation period?

Employee's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

EVALUATION STANDARDS/PERFORMANCE CRITERIA FOR TEACHERS

1: Demonstrates Applied Content Knowledge

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

- 1.1 Communicates concepts, processes, and knowledge.
- 1.2 Connects content to life experiences of student.
- 1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
- 1.4 Guides students to understand content from various perspectives.
- 1.5 Identifies and addresses students' misconceptions of content.

2: Designs and Plans Instruction

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 2.1 Develops significant objectives aligned with standards.
- 2.2 Uses contextual data to design instruction relevant to students.
- 2.3 Plans assessments to guide instruction and measure learning objectives.
- 2.4 Plans instructional strategies and activities that address learning objectives for all students.
- 2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

3: Creates and Maintains Learning Climate

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 3.1 Communicates high expectations.
- 3.2 Establishes a positive learning environment.
- 3.3 Values and supports student diversity and addresses individual needs.
- 3.4 Fosters mutual respect between teacher and students and among students.
- 3.5 Provides a safe environment for learning.

4: Implements and Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
- 4.2 Implements instruction based on diverse student needs and assessment data.
- 4.3 Uses time effectively
- 4.4 Uses space and materials effectively.
- 4.5 Implements and manages instruction in ways that facilitate higher order thinking.

5: Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 5.1 Uses pre-assessments.
- 5.2 Uses formative assessments.
- 5.3 Uses summative assessments.
- 5.4 Describes, analyzes, and evaluates student performance data.
- 5.5 Communicates learning results to students and parents.
- 5.6 Allows opportunity for student self-assessment.

6: Demonstrates the Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

- 6.1 Uses available technology to design and plan instruction.
- 6.2 Uses available technology to implement instruction that facilitates student learning.
- 6.3 Integrates student use of available technology into instruction.
- 6.4 Uses available technology to assess and communicate student learning.
- 6.5 Demonstrates ethical and legal use of technology.

7: Reflects on and Evaluates Teaching and Learning

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

- 7.1 Uses data to reflect on and evaluate student learning.
- 7.2 Uses data to reflect on and evaluate instructional practice.
- 7.3 Uses data to reflect on and identify areas for professional growth.

8: Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 8.1 Identifies students whose learning could be enhanced by collaboration.
- 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
- 8.3 Implements planned activities that enhance student learning and engage all parties.
- 8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

9: Evaluates Teaching and Implements Professional Development

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

- 9.1 Self assesses performance relative to Kentucky's Teacher Standards.
- 9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
- 9.3 Designs a professional growth plan that addresses identified priorities.
- 9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

10: Provides Leadership within School/Community/Profession

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

- 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.
- 10.2 Develops a plan for engaging in leadership activities.
- 10.3 Implements a plan for engaging in leadership activities.
- 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

DATA COLLECTION SUMMARY FOR TEACHERS

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricula activities, professional development activities, etc.)

Observee_____

Observer_____ Position_____

Classroom Observation Information:

Content Area Grade(s)_____

Date:_____ Time:_____

Unit of Study/Lesson_____

Academic Expectations (No.'s)_____

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

NOTES:

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

1.1 Communicates concepts, processes, and knowledge.

Initial-Level Performance	Advanced-Level Performance
Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.	Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.

1.2 Connects to life experiences of student.

Initial-Level Performance	Advanced-Level Performance
Effectively connects most content, procedures, and activities with relevant life experiences of students.	Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.

1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.

Initial-Level Performance	Advanced-Level Performance
Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.	Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.

1.4 Guides students to understand content from various perspectives.

Initial-Level Performance	Advanced-Level Performance
Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.	Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.

1.5 Identifies and addresses students' misconceptions of content.

Initial-Level Performance	Advanced-Level Performance
Identifies misconceptions related to content and addresses them during planning and instruction.	Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2.1 Develops significant objectives aligned with standards.

Initial-Level Performance	Advanced-Level Performance
States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.	Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests, and abilities.

2.2 Uses contextual data to design instruction relevant to students.

Initial-Level Performance	Advanced-Level Performance
Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.	Plans and designs instruction that is based on significant contextual and pre-assessment data.

2.3 Plans assessments to guide instruction and measure learning objectives.

Initial-Level Performance	Advanced-Level Performance
Prepares assessments that measure student performance on each objective and help guide teaching.	Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.

2.4 Plans instructional strategies and activities that address learning objectives for all students.

Initial-Level Performance	Advanced-Level Performance
Aligns instructional strategies and activities with learning objectives for all students.	Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.

2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

Initial-Level Performance	Advanced-Level Performance
Plans instructional strategies that include several levels of learning that require higher order thinking.	Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

3.1 Communicates high expectations.

Initial-Level Performance	Advanced-Level Performance
Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.	Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.

3.2 Establishes a positive learning environment.

Initial-Level Performance	Advanced-Level Performance
Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	Maintains a fair, respectful, and productive classroom environment conducive to learning.

3.3 Values and supports student diversity and addresses individual needs.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of strategies and methods to support student diversity by addressing individual needs.	Consistently uses appropriate and responsive instructional strategies that address the needs of all students.

3.4 Fosters mutual respect between teacher and students and among students.

Initial-Level Performance	Advanced-Level Performance
Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.	Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.

3.5 Provides a safe environment for learning.

Initial-Level Performance	Advanced-Level Performance
Creates a classroom environment that is both emotionally and physically safe for all students.	Maintains a classroom environment that is both emotionally and physically safe for all students.

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION.

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.	Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.

4.2 Implements instruction based on diverse student needs and assessment data.

Initial-Level Performance	Advanced-Level Performance
Implements instruction based on contextual information and assessment data.	Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.

4.3 Uses time effectively.

Initial-Level Performance	Advanced-Level Performance
Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.	Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.

4.4 Uses space and materials effectively.

Initial-Level Performance	Advanced-Level Performance
Uses classroom space and materials effectively to facilitate student learning.	Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.

4.5 Implements and manages instruction in ways that facilitate higher order thinking.

Initial-Level Performance	Advanced-Level Performance
Instruction provides opportunity to promote higher-order thinking.	Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1 Uses pre-assessments.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.	Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.

5.2 Uses formative assessments.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of formative assessments to determine each students' progress and guide instruction.	Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.

5.3 Uses summative assessments.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of summative assessments to measure student achievement.	Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.

5.4 Describes, analyzes, and evaluates student performance data.

Initial-Level Performance	Advanced-Level Performance
Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.	Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.

5.5 Communicates learning results to students and parents.

Initial-Level Performance	Advanced-Level Performance
Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.	Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.

5.6 Allows opportunity for student self-assessment.

Initial-Level Performance	Advanced-Level Performance
Promotes opportunities for students to engage in accurate self-assessment of learning.	Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

6.1 Uses available technology to design and plan instruction.

Initial-Level Performance	Advanced-Level Performance
Uses technology to design and plan instruction.	Uses appropriate technology to design and plan instruction that supports and extends learning of all students.

6.2 Uses available technology to implement instruction that facilitates student learning.

Initial-Level Performance	Advanced-Level Performance
Uses technology to implement instruction that facilitates student learning.	Designs and implements research-based, technology-infused instructional strategies to support learning of all students.

6.3 Integrates student use of available technology into instruction.

Initial-Level Performance	Advanced-Level Performance
Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.	Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.

6.4 Uses available technology to assess and communicate student learning.

Initial-Level Performance	Advanced-Level Performance
Uses technology to assess and communicate student learning.	Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.

6.5 Demonstrates ethical and legal use of technology.

Initial-Level Performance	Advanced-Level Performance
Ensures that personal use and student use of technology are ethical and legal.	Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluation student learning.

Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates student learning using appropriate data.	Uses formative and summative performance data to determine the learning needs of all students.

7.2 Uses data to reflect on and evaluate instructional practice.

Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates instructional practice using appropriate data.	Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.

7.3 Uses data to reflect on and identify areas of professional growth.

Initial-Level Performance	Advanced-Level Performance
Identifies areas for professional growth using appropriate data.	Reflects on the evaluation of student learning and instructional practices to identify and develop plans for professional growth.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1 Identifies students whose learning could be enhanced by collaboration.

Initial-Level Performance	Advanced-Level Performance
Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.

8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.

Initial-Level Performance	Advanced-Level Performance
Designs a plan to enhance student learning that includes all parties in the collaborative effort.	Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.

8.3 Implements planned activities that enhance student learning and engage all parties.

Initial-Level Performance	Advanced-Level Performance
Implements planned activities that enhance student learning and engage all parties.	Explains how the collaboration to enhance student learning has been implemented.

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

Initial-Level Performance	Advanced-Level Performance
Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.	Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

9.1 Self assesses performance relative to Kentucky's Teacher Standards.

Initial-Level Performance	Advanced-Level Performance
Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.	Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

Initial-Level Performance	Advanced-Level Performance
Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.

9.3 Designs a professional growth plan that addresses identified priorities.

Initial-Level Performance	Advanced-Level Performance
Designs a clear, logical professional growth plan that addresses all priority areas.	Designs a clear, logical professional growth plan that addresses all priority areas.

9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

Initial-Level Performance	Advanced-Level Performance
Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.	Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.

Initial-Level Performance	Advanced-Level Performance
Identifies leadership opportunities in the school, community, or professional organization and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.	Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.

10.2 Develops a plan for engaging in leadership activities.

Initial-Level Performance	Advanced-Level Performance
Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.	Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.

10.3 Implements a plan for engaging in leadership activities.

Initial-Level Performance	Advanced-Level Performance
Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.	Effectively implements the leadership work plan.

10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

Initial-Level Performance	Advanced-Level Performance
Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.	Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.

I am knowledgeable about the content of this report and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with this report.

Employee's Signature

I have discussed the content of this report in a conference with the employee.

Date

Evaluator's Signature

Date

SUMMATIVE CONFERENCING FORM FOR TEACHERS

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, units of study, etc.)

Evaluatee/Observee_____ Content Area_____ Grade(s)_____

Evaluator/Observer_____ Position_____

Date of Conference (Analyses)_____ School_____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth
				Activities
1: Demonstrates Applied Content Knowledge	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
1.1 Communicates concepts, processes, and knowledge				
1.2 Connects content to life experiences of student.				
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.				
1.4 Guides students to understand content from various perspectives.				
1.5 Identifies and addresses students' misconceptions of content.				
Standard 1 Overall rating for Summative Evaluation Form				
2: Designs and Plans Instruction	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
2.1 Develops significant objectives aligned with standards.				
2.2 Uses contextual data to design instruction relevant to students.				
2.3 Plans assessments to guide instruction and measure learning objectives.				
2.4 Plans instructional strategies and activities that address learning objectives for all students.				
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.				
Standard 2 Overall rating for Summative Evaluation Form				
3: Creates and Maintains Learning Climate	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
3.1 Communicates high expectations.				
3.2 Establishes a positive learning environment.				
3.3 Values and supports student diversity and addresses individual needs.				
3.4 Fosters mutual respect between teacher and students and among students.				
3.5 Provides a safe environment for learning.				
Standard 3 Overall rating for Summative Evaluation Form				

Standard 4: Implements and Manages Instruction	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.				
4.2 Implements instruction based on diverse student needs and assessment data.				
4.3 Uses time effectively.				
4.4 Uses space and materials effectively.				
4.5 Implements and manages instruction in ways that facilitate higher order thinking.				
Standard 4 Overall rating for Summative Evaluation Form				
Standard 5: Assesses and Communicates Learning Results	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
5.2 Uses formative assessments.				
5.3 Uses summative assessments.				
5.4 Describes, analyzes, and evaluates student performance data.				
5.5 Communicates learning results to students and parents.				
5.6 Allows opportunity for student self-assessment.				
Standard 5 Overall rating for Summative Evaluation Form				
Standard 6: Demonstrates the Implementation of Technology	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
6.1 Uses available technology to design and plan instruction.				
6.2 Uses available technology to implement instruction that facilitates student learning.				
6.3 Integrates student use of available technology into instruction.				
6.4 Uses available technology to assess and communicate student learning.				
6.5 Demonstrates ethical and legal use of technology.				
Standard 6 Overall rating for Summative Evaluation Form				
Standard 7: Reflects on and Evaluates Teaching and Learning	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
7.1 Uses data to reflect on and evaluate student learning.				
7.2 Uses data to reflect on and evaluate instructional practice.				
7.3 Uses data to reflect on and identify areas for professional growth.				
Standard 7 Overall rating for Summative Evaluation Form				

Standard 8: Collaborates with Colleagues/Parents/Others	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
8.1 Identifies students whose learning could be enhanced by collaboration.				
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.				
8.3 Implements planned activities that enhance student learning and engage all parties.				
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.				
Standard 8 Overall rating for Summative Evaluation Form				
Standard 9: Evaluates Teaching and Implements Professional Development	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
9.1 Self assesses performance relative to Kentucky's Teacher Standards.				
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.				
9.3 Designs a professional growth plan that addresses identified priorities.				
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.				
Standard 9 Overall rating for Summative Evaluation Form				
Standard 10: Provides Leadership within School/Community/Profession	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.				
10.2 Develops a plan for engaging in leadership activities.				
10.3 Implements a plan for engaging in leadership activities.				
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.				
Standard 10 Overall rating for Summative Evaluation Form				

****Note:** This column provides for one or more ratings. For example, an evaluatee might simply “meet” the performance criteria and that cell alone would be checked. Also, an evaluatee could “meet” the performance criteria yet “need growth” in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could “not meet” the performance criteria and “need growth”. If the “does not meet” cell is checked, the standard must be addressed in the professional growth plan.

I am knowledgeable about the content of this report and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with this report.

Employee’s Signature

Date

I have discussed the content of this report in a conference with the employee.

Evaluator’s Signature

Date

SUMMATIVE EVALUATION FOR TEACHERS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Position _____
Evaluator _____ Position _____
School _____
Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____
Date(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Teacher Standards	*Initial-Level Performance	**Advanced-Level Performance	***Not Met
1. Demonstrates Applied Content Knowledge	_____	_____	_____
2. Designs and Plans Instruction	_____	_____	_____
3. Creates and Maintains Learning Climate	_____	_____	_____
4. Implements and Manages Instruction	_____	_____	_____
5. Assesses and Communicates Learning Results	_____	_____	_____
6. Demonstrates The Implementation of Technology	_____	_____	_____
7. Reflects on and Evaluates Teaching and Learning	_____	_____	_____
8. Collaborates with Colleagues/Parents/Others	_____	_____	_____
9. Evaluates Teaching and Implements Professional Development	_____	_____	_____
10. Provides Leadership Within School/Community/Profession	_____	_____	_____
11. Punctual & Regular Attendance	_____	_____	_____
12. Model principles of self-awareness, reflective practice, transparency, and ethical behavior	_____	_____	_____
13. Performance of duties consistent with school, community goals and administrative regulations.	_____	_____	_____
OVERALL RATING	_____	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information above has been completed and discussed:

Evaluatee: _____ Agree with this summative evaluation _____
_____ Disagree with this summative evaluation _____ Signature _____ Date _____

Evaluator: _____ Signature _____ Date _____

Employment Recommendation to Central Office:

- _____ Teacher standards for re-employment met.
_____ Teacher standards met, growth needed.
_____ Teacher standards for re-employment not met.

Opportunities for appeal process at both the local and state levels are a part of the Wolfe County School district evaluation plan.

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

* Standard evident but not effectively addressed/**growth needed**

** Standard evident and effectively addressed.

***Standard not evident or ineffectively addressed/**requires the development of a corrective action plan.**

STANDARDS/PERFORMANCE CRITERIA FOR LIBRARY MEDIA SPECIALIST

TEACHER PERFORMANCE STANDARDS

1: Demonstrates Applied Content Knowledge

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

- 1.1 Communicates concepts, processes, and knowledge.
- 1.2 Connects content to life experiences of student.
- 1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
- 1.4 Guides students to understand content from various perspectives.
- 1.5 Identifies and addresses students' misconceptions of content.

2: Designs and Plans Instruction

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 2.1 Develops significant objectives aligned with standards.
- 2.2 Uses contextual data to design instruction relevant to students.
- 2.3 Plans assessments to guide instruction and measure learning objectives.
- 2.4 Plans instructional strategies and activities that address learning objectives for all students.
- 2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

3: Creates and Maintains Learning Climate

The teacher creates a learning, climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 3.1 Communicates high expectations.
- 3.2 Establishes a positive learning environment.
- 3.3 Values and supports student diversity and addresses individual needs.
- 3.4 Fosters mutual respect between teacher and students and among students.
- 3.5 Provides a safe environment for learning.

4: Implements and Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
- 4.2 Implements instruction based on diverse student needs and assessment data.
- 4.3 Uses time effectively
- 4.4 Uses space and materials effectively.
- 4.5 Implements and manages instruction in ways that facilitate higher order thinking.

5: Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 5.1 Uses pre-assessments.
- 5.2 Uses formative assessments.
- 5.3 Uses summative assessments.
- 5.4 Describes, analyzes, and evaluates student performance data.
- 5.5 Communicates learning results to students and parents.
- 5.6 Allows opportunity for student self-assessment.

6: Demonstrates the Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

- 6.1 Uses available technology to design and plan instruction.
- 6.2 Uses available technology to implement instruction that facilitates student learning.
- 6.3 Integrates student use of available technology into instruction.
- 6.4 Uses available technology to assess and communicate student learning.
- 6.5 Demonstrates ethical and legal use of technology.

7: Reflects on and Evaluates Teaching and Learning

The teacher reflects and evaluates specific teaching/learning situations and/or programs.

- 7.1 Uses data to reflect on and evaluate student learning.
- 7.2 Uses data to reflect on and evaluate instructional practice.
- 7.3 Uses data to reflect on and identify areas for professional growth.

8: Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 8.1 Identifies students whose learning could be enhanced by collaboration.
- 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
- 8.3 Implements planned activities that enhance student learning and engage all parties.
- 8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

9: Evaluates Teaching and Implements Professional Development

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

- 9.1 Self assesses performance relative to Kentucky's Teacher Standards.
- 9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
- 9.3 Designs a professional growth plan that addresses identified priorities.
- 9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

10: Provides Leadership within School/Community/Profession

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

- 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.
- 10.2 Develops a plan for engaging in leadership activities.
- 10.3 Implements a plan for engaging in leadership activities.
- 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

LIBRARY MEDIA PERFORMANCE STANDARDS

11: Demonstrates Proficiency as Administrator of the Library Media Program

- 11.1 Plans long-range goals of the Library Media Program with faculty, administration, and students.
- 11.2 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the Library Media Program.
- 11.3 Administers the budget according to the goals and objectives of the program.
- 11.4 Meets periodically with the Principal to evaluate and discuss short-range goals and accomplishments for improving the Library Media Program.
- 11.5 Develops Library Media Program policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.
- 11.6 Administers a Library Media Program that utilizes flexible access.
- 11.7 Develops plans for maintaining a technologically current facility and program.
- 11.8 Organizes, classifies and catalogs library materials; following nationally recognized professional standards such as AACR2R (Anglo American Cataloging Rules), latest edition Dewey or Library of Congress, Sears or Library of Congress subject headings, MARC format.
- 11.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.
- 11.10 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis – identifying strengths and weaknesses.
- 11.11 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.
- 11.12 Publicizes the Library Media Programs, services, and materials through newsletters, announcements, and other innovative ways.
- 11.13 Is responsible for the proper use of the facility, materials, and equipment.
- 11.14 May plan and/or participate in special projects or proposals, e.g. book fairs.
- 11.15 Trains and supervises Library Media Program clerical staff, volunteers, and student helpers.
- 11.16 Follows the SBDM approved selection policy that includes a procedure for the reconsideration of materials.
- 11.17 Keeps automated catalog current utilizing authority control.
- 11.18 Maintains statistical records and shelf list needed to verify collection of the library media center holdings.
- 11.19 Makes general repairs, weeds collection, and takes annual inventory.
- 11.20 Makes the library media center and its resources accessible to students and faculty.
- 11.21 Facilitates the circulation of materials among schools in the district or with other agencies.
- 11.22 Provides the resources and promotes recreational reading for the school community.
- 11.23 Follows the school's policies and procedures.
- 11.24 Promotes compliance with the copyright law.
- 11.25 Handles concerns of others in a positive and professional manner to protect the user's rights to privacy and confidentiality.

12: Library Media Specialist Demonstrates Proficiency as Teacher

- 12.1 Provides orientation for new faculty and students.
- 12.2 Informally evaluates individual and group needs and provides appropriate learning experiences.
- 12.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.
- 12.4 Provides for independent and cooperative group learning.
- 12.5 Teaches information literacy as an integral part of the curriculum using a process model such as the Big6(tm).
- 12.6 Guides students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.
- 12.7 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.
- 12.8 Promotes appreciation of various forms of literature emphasizing the highest quality.
- 12.9 Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills and to become skilled in all modes of communication.
- 12.10 Incorporates the use of technology in accessing information.
- 12.11 Assists students in the use of multi-media for completed projects.
- 12.12 Provides training to staff in use of new materials, technology, and equipment, demonstrating practical applications for curriculum connections.

13: Library Media Specialist Demonstrates Proficiency as Instructional Partner

13.1 Possesses broad knowledge of the school curriculum and plans with teachers and administrators for development of collection of materials to support the curriculum.

13.2 Exercises a leadership role and serves as a catalyst in ensuring the Library Media Program is central to the instructional program of the school.

13.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.

13.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.

13.5 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials.

13.6 Assists faculty in the selection of materials to supplement instruction.

13.7 Establishes positive rapport with staff and students.

13.8 Maintains effective communications with staff and students, e.g. informs faculty and students of new acquisitions and services.

13.9 Plans and implements a Library Media Program of library information literacy in collaboration with classroom teachers toward the achievement of the standards and the academic expectations.

14: Library Media Specialist Demonstrates Proficiency as Information Specialist

14.1 Chooses materials using selection tools, bibliographies, recommendations.

14.2 Maintains a professional collection.

14.3 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment that support the school's curriculum and educational

14.4 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.

14.5 Is available as a personal resource for all students and faculty.

14.6 Attends local professional growth activities and meetings.

14.7 Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field.

DATA COLLECTION SUMMARY FOR LIBRARY MEDIA SPECIALIST

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricula activities, professional development activities, etc.)

(All Performance criteria may not apply to all Library Media Specialist positions.)

Observee_____

Observer_____ Position_____

Classroom Observation Information:

Content Area Grade(s)_____

Date:_____ Time:_____

Unit of Study/Lesson_____

Academic Expectations (No.'s)_____

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

NOTES:

TEACHER STANDARDS/PERFORMANCE CRITERIA

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

1.1 Communicates concepts, processes, and knowledge.

Initial-Level Performance	Advanced-Level Performance
Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.	Accurately and effectively communicates an in-depth understanding of concepts, processes, and/or knowledge in ways that contribute to the learning of all students.

1.2 Connects to life experiences of student.

Initial-Level Performance	Advanced-Level Performance
Effectively connects most content, procedures, and activities with relevant life experiences of students.	Effectively connects content to students' life experiences including, when appropriate, prior learning in the content area or other content areas.

1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.

Initial-Level Performance	Advanced-Level Performance
Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.	Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students.

1.4 Guides students to understand content from various perspectives.

Initial-Level Performance	Advanced-Level Performance
Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.	Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.

1.5 Identifies and addresses students' misconceptions of content.

Initial-Level Performance	Advanced-Level Performance
Identifies misconceptions related to content and addresses them during planning and instruction.	Consistently anticipates misconceptions related to content and addresses them by using appropriate instructional practices.

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2.1 Develops significant objectives aligned with standards.

Initial-Level Performance	Advanced-Level Performance
States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.	Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students' needs, interests, and abilities.

2.2 Uses contextual data to design instruction relevant to students.	
Initial-Level Performance	Advanced-Level Performance
Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.	Plans and designs instruction that is based on significant contextual and pre-assessment data.
2.3 Plans assessments to guide instruction and measure learning objectives.	
Initial-Level Performance	Advanced-Level Performance
Prepares assessments that measure student performance on each objective and help guide teaching.	Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results.
2.4 Plans instructional strategies and activities that address learning objectives for all students.	
Initial-Level Performance	Advanced-Level Performance
Aligns instructional strategies and activities with learning objectives for all students.	Plans a learning sequence using instructional strategies and activities that build on students' prior knowledge and address learning objectives.
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.	
Initial-Level Performance	Advanced-Level Performance
Plans instructional strategies that include several levels of learning that require higher order thinking.	Plans a learning sequence using strategies and activities that foster the development of higher-order thinking.

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

3.1 Communicates high expectations.

Initial-Level Performance	Advanced-Level Performance
Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.	Consistently sets significant and challenging behavioral and learning expectations for all students and communicates confidence in their ability to achieve those expectations.

3.2 Establishes a positive learning environment.

Initial-Level Performance	Advanced-Level Performance
Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.	Maintains a fair, respectful, and productive classroom environment conducive to learning.

3.3 Values and supports student diversity and addresses individual needs.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of strategies and methods to support student diversity by addressing individual needs.	Consistently uses appropriate and responsive instructional strategies that address the needs of all students.

3.4 Fosters mutual respect between teacher and students and among students.

Initial-Level Performance	Advanced-Level Performance
Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.	Consistently treats all students with respect and concern and actively encourages students to treat each other with respect and concern.

3.5 Provides a safe environment for learning.

Initial-Level Performance	Advanced-Level Performance
Creates a classroom environment that is both emotionally and physically safe for all students.	Maintains a classroom environment that is both emotionally and physically safe for all students.

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION.

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.	Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives.

4.2 Implements instruction based on diverse student needs and assessment data.

Initial-Level Performance	Advanced-Level Performance
Implements instruction based on contextual information and assessment data.	Implements instruction based on contextual information and assessment data, adapting instruction to unanticipated circumstances.

4.3 Uses time effectively.

Initial-Level Performance	Advanced-Level Performance
Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.	Makes thoughtful choices about the organization and implementation of both instructional and non-instructional tasks to maximize time for student learning.

4.4 Uses space and materials effectively.

Initial-Level Performance	Advanced-Level Performance
Uses classroom space and materials effectively to facilitate student learning.	Makes optimal use of classroom space and uses a variety of instructional resources and technologies to enhance student learning.

4.5 Implements and manages instruction in ways that facilitate higher order thinking.

Initial-Level Performance	Advanced-Level Performance
Instruction provides opportunity to promote higher-order thinking.	Consistently uses a variety of appropriate strategies to facilitate higher-order thinking.

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1 Uses pre-assessments.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.	Consistently uses student baseline data from appropriate pre-assessments to promote the learning of all students.

5.2 Uses formative assessments.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of formative assessments to determine each students' progress and guide instruction.	Consistently uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students.

5.3 Uses summative assessments.

Initial-Level Performance	Advanced-Level Performance
Uses a variety of summative assessments to measure student achievement.	Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement.

5.4 Describes, analyzes, and evaluates student performance data.

Initial-Level Performance	Advanced-Level Performance
Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.	Consistently describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice.

5.5 Communicates learning results to students and parents.

Initial-Level Performance	Advanced-Level Performance
Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.	Clearly communicates to students and parents in a timely manner the evidence of student performance and recommends future actions.

5.6 Allows opportunity for student self-assessment.

Initial-Level Performance	Advanced-Level Performance
Promotes opportunities for students to engage in accurate self-assessment of learning.	Provides on-going opportunities for students to assess and reflect on their own performance in order to identify strengths and areas for future learning.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

6.1 Uses available technology to design and plan instruction.

Initial-Level Performance	Advanced-Level Performance
Uses technology to design and plan instruction.	Uses appropriate technology to design and plan instruction that supports and extends learning of all students.

6.2 Uses available technology to implement instruction that facilitates student learning.

Initial-Level Performance	Advanced-Level Performance
Uses technology to implement instruction that facilitates student learning.	Designs and implements research-based, technology-infused instructional strategies to support learning of all students.

6.3 Integrates student use of available technology into instruction.

Initial-Level Performance	Advanced-Level Performance
Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.	Provides varied and authentic opportunities for all students to use appropriate technology to further their learning.

6.4 Uses available technology to assess and communicate student learning.

Initial-Level Performance	Advanced-Level Performance
Uses technology to assess and communicate student learning.	Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders.

6.5 Demonstrates ethical and legal use of technology.

Initial-Level Performance	Advanced-Level Performance
Ensures that personal use and student use of technology are ethical and legal.	Provides and maintains a safe, secure, and equitable classroom environment that consistently promotes discerning and ethical use of technology.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluation student learning.

Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates student learning using appropriate data.	Uses formative and summative performance data to determine the learning needs of all students.

7.2 Uses data to reflect on and evaluate instructional practice.

Initial-Level Performance	Advanced-Level Performance
Reflects on and accurately evaluates instructional practice using appropriate data.	Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching.

7.3 Uses data to reflect on and identify areas of professional growth.

Initial-Level Performance	Advanced-Level Performance
Identifies areas for professional growth using appropriate data.	Reflects on the evaluation of student learning and instructional practices to identify and develop plans for professional growth.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1 Identifies students whose learning could be enhanced by collaboration.

Initial-Level Performance	Advanced-Level Performance
Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.	Describes an on-going process for identifying situations in which student learning could be enhanced by collaboration.

8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.

Initial-Level Performance	Advanced-Level Performance
Designs a plan to enhance student learning that includes all parties in the collaborative effort.	Designs a plan that involves parents, colleagues, and others in a collaborative effort to enhance student learning.

8.3 Implements planned activities that enhance student learning and engage all parties.

Initial-Level Performance	Advanced-Level Performance
Implements planned activities that enhance student learning and engage all parties.	Explains how the collaboration to enhance student learning has been implemented.

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

Initial-Level Performance	Advanced-Level Performance
Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.	Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

9.1 Self assesses performance relative to Kentucky's Teacher Standards.

Initial-Level Performance	Advanced-Level Performance
Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.	Thoroughly and accurately assesses current performance related to the Kentucky Teacher Standards and any school/district professional development initiatives.

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

Initial-Level Performance	Advanced-Level Performance
Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.	Reflects on data from multiple sources (i.e., self-assessment, student performance, feedback from colleagues, school/district initiatives) and identifies priority areas for growth.

9.3 Designs a professional growth plan that addresses identified priorities.

Initial-Level Performance	Advanced-Level Performance
Designs a clear, logical professional growth plan that addresses all priority areas.	Designs a clear, logical professional growth plan that addresses all priority areas.

9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.

Initial-Level Performance	Advanced-Level Performance
Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.	Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.

Initial-Level Performance	Advanced-Level Performance
Identifies leadership opportunities in the school, community, or professional organization and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.	Identifies leadership opportunities within the school, community, or professional organizations to advance learning, improve instructional practice, facilitate professional development of colleagues, or advocate positive policy change; and selects an opportunity to demonstrate initiative, planning, organization, and professional judgment.

10.2 Develops a plan for engaging in leadership activities.

Initial-Level Performance	Advanced-Level Performance
Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.	Develops a leadership work plan that clearly describes the purpose, scope, participants involved, timeline of events/actions, and plan for assessing progress and impact.

10.3 Implements a plan for engaging in leadership activities.

Initial-Level Performance	Advanced-Level Performance
Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.	Effectively implements the leadership work plan.

10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.

Initial-Level Performance	Advanced-Level Performance
Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.	Uses data from the leadership effort to describe, analyze, and evaluate the impact on student learning.

Evaluation Tool for Library Media Specialists

Standard 1: Demonstrates Proficiency as Administrator of the Library Media Program

	Initial- Level Performance	Advanced- Level Performance	Does No Meet
1.1 Plans long-range goals of the Library Media Program with faculty, administration, and students.			
1.2 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the Library Media Program.			
1.3 Administers the budget according to the goals and objectives of the program.			
1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the Library Media Program.			
1.5 Develops Library media Program policies, e.g. materials selection, collection development, circulation, challenged materials, copyright, and technology.			
1.6 Administers a Library Media program that utilizes flexible access.			
1.7 Develops plans for maintaining a technologically current facility and program.			
1.8 Organizes, classifies and catalogs library materials; following nationally recognized professional standards such as AACR2R (Anglo American Cataloging Rules), latest			
edition Dewey or Library of Congress, Sears or Library of congress subject headings, MARC format.			
1.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.			
1.10 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis - identifying strengths and weaknesses.			
1.11 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.			
1.12 Publicizes the Library Media Programs, services, and materials through newsletters, announcements, and other innovative ways.			
1.13 Is responsible for the proper use of the facility, materials, and equipment.			
1.14 May plan and/or participate in special projects or proposals, e.g. book fairs.			
1.15 Trains and supervises Library Media Program clerical staff, volunteers, and student helpers.			
1.16 Follows the SBDM approved selection policy that includes a procedure for the reconsideration of materials.			
1.17 Keeps automated catalog current utilizing authority control.			
1.18 Maintains statistical records and shelf list needed to verify collection of the library media center holdings.			
1.19 Makes general repairs, weeds collection, and takes annual inventory.			
1.20 Makes the library media center and its resources accessible to students and faculty.			
1.21 Facilitates the circulation of materials among schools in the district or with other agencies.			
1.22 Provides the resources and promotes recreational reading for the school community.			
1.23 Follows the school's policies and procedures.			
1.24 Promotes compliance with the copyright law.			
1.25 Handles Concerns of others in a positive and professional manner to protect the user's rights to privacy and confidentiality.			
Supporting Evidence/Comments For Standard One:			

Standard 2 Library Media Specialist Demonstrates Proficiency as Teacher

[illegible]

Standard 3: Library Media Specialist Demonstrates Proficiency as Instructional Partner			
	Initial- Level Performance	Advanced- Level Performance	Does Not Meet
3.1 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.			
3.2 Exercises a leadership role and serves as a catalyst in ensuring the Library Media Program is central to the instructional program of the school.			
3.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.			
3.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.			
3.5 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials.			
3.6 Assists faculty in the selection of materials to supplement instruction.			
3.7 Establishes positive rapport with staff and students.			
3.8 Maintains effective communications with staff and students, e.g. informs faculty and students of new acquisitions and services.			
3.9 Plans and implements a Library Media Program of library information literacy in collaboration with classroom teachers toward the achievement of the standards and academic expectations.			
Supporting Evidence/Comments for Standard Three:			

Standard 4: Library Media Specialist Demonstrates Proficiency as Information Specialist			
	Initial- Level Performance	Advanced- Level Performance	Does Not Meet
4.1 Chooses materials using selection tools, bibliographies, recommendations.			
4.2 Maintains a professional collection.			
4.3 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment that support the school's curriculum and educational			
4.4 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.			
4.5 Is available as a personal resource for all students and faculty.			
4.6 Attends local professional growth activities and meetings.			
4.7 Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field.			
Supporting Evidence/Comments For Standard Four:			

**SCHOOL LIBRARY MEDIA SPECIALIST
PERFORMANCE ASSESSMENT INSTRUMENT**

Employee's Name _____

School _____

Evaluator's Name _____ Date Completed _____

IMPROVEMENT / GROWTH PLAN: An improvement plan may be required for each demonstrator rated Unsatisfactory. A growth plan may be required including each demonstrator rated Needs Improvement. Such plans would be evaluated in accordance with local school district policies and procedures.

OBSERVATIONS:

DATE:

OBSERVER'S NAME:

I am knowledgeable about the content of this report and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with this report.

Signature of Employee

Date

I have discussed the content of this report in a conference with the employee.

Signature of Evaluator

Date

SUMMATIVE CONFERENCING FORM FOR LIBRARY MEDIA SPECIALIST

(Evaluator and evaluatee discuss and complete prior to developing the teacher's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, units of study, etc.)

(All performance criteria may not apply to all library media specialist positions)

Evaluatee/Observee _____ Content Area _____ Grade(s) _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School _____

Teacher Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth
				Activities
1: Demonstrates Applied Content Knowledge	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
1.1 Communicates concepts, processes, and knowledge				
1.2 Connects content to life experiences of student.				
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.				
1.4 Guides students to understand content from various perspectives.				
1.5 Identifies and addresses students' misconceptions of content.				
Standard 1 Overall rating for Summative Evaluation Form				
2: Designs and Plans Instruction	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
2.1 Develops significant objectives aligned with standards.				
2.2 Uses contextual data to design instruction relevant to students.				
2.3 Plans assessments to guide instruction and measure learning objectives.				
2.4 Plans instructional strategies and activities that address learning objectives for all students.				
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.				
Standard 2 Overall rating for Summative Evaluation Form				
3: Creates and Maintains Learning Climate	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
3.1 Communicates high expectations.				
3.2 Establishes a positive learning environment.				
3.3 Values and supports student diversity and addresses individual needs.				
3.4 Fosters mutual respect between teacher and students and among students.				
3.5 Provides a safe environment for learning.				
Standard 3 Overall rating for Summative Evaluation Form				

Standard 4: Implements and Manages Instruction	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.				
4.2 Implements instruction based on diverse student needs and assessment data.				
4.3 Uses time effectively.				
4.4 Uses space and materials effectively.				
4.5 Implements and manages instruction in ways that facilitate higher order thinking.				
Standard 4 Overall rating for Summative Evaluation Form				
Standard 5: Assesses and Communicates Learning Results	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
5.2 Uses formative assessments.				
5.3 Uses summative assessments.				
5.4 Describes, analyzes, and evaluates student performance data.				
5.5 Communicates learning results to students and parents.				
5.6 Allows opportunity for student self-assessment.				
Standard 5 Overall rating for Summative Evaluation Form				
Standard 6: Demonstrates the Implementation of Technology	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
6.1 Uses available technology to design and plan instruction.				
6.2 Uses available technology to implement instruction that facilitates student learning.				
6.3 Integrates student use of available technology into instruction.				
6.4 Uses available technology to assess and communicate student learning.				
6.5 Demonstrates ethical and legal use of technology.				
Standard 6 Overall rating for Summative Evaluation Form				
Standard 7: Reflects on and Evaluates Teaching and Learning	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
7.1 Uses data to reflect on and evaluate student learning.				
7.2 Uses data to reflect on and evaluate instructional practice.				
7.3 Uses data to reflect on and identify areas for professional growth.				
Standard 7 Overall rating for Summative Evaluation Form				

Standard 8: Collaborates with Colleagues/Parents/Others	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
8.1 Identifies students whose learning could be enhanced by collaboration.				
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.				
8.3 Implements planned activities that enhance student learning and engage all parties.				
8.4 Analyzes data to evaluate the outcomes of collaborative efforts.				
Standard 8 Overall rating for Summative Evaluation Form				
Standard 9: Evaluates Teaching and Implements Professional Development	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
9.1 Self assesses performance relative to Kentucky's Teacher Standards.				
9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.				
9.3 Designs a professional growth plan that addresses identified priorities.				
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.				
Standard 9 Overall rating for Summative Evaluation Form				
Standard 10: Provides Leadership within School/Community/Profession	Initial-Level Performance	Advanced-Level Performance	Does Not Meet	Discussed
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.				
10.2 Develops a plan for engaging in leadership activities.				
10.3 Implements a plan for engaging in leadership activities.				
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.				
Standard 10 Overall rating for Summative Evaluation Form				

LIBRARY MEDIA SPECIALIST STANDARDS

11. Demonstrates Proficiency as Administrator of the Library Media Program.	Initial-Level Performance	Advanced - Level Performance	Does Not Meet	Discussed
11.1 Plans long-range goals of the Library Media Program with faculty, administration, and students.				
11.2 Plans the budget with the administration, school-based councils and/or advisory committees, based on the needs and objectives of the Library Media Program.				
11.3 Administers the budget according to the goals and objectives of the program.				
11.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the Library Media Program.				
11.5 Develops Library Media Program policies, e.g. materials selection, collection development, circulation, challenged materials of the Library Media Program.				
11.6 Administers a Library Media Program that utilizes flexible program.				
11.7 Develops plans for maintaining a technologically current facility and program.				
11.8 Organizes, classifies, and catalogs library materials; following nationally recognized professional standards such as AACR2R (Anglo American Cataloging Rules), latest education Dewey or Library of Congress, Sears or Library of Congress subject headings, MARC format.				
11.9 Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.				
11.10 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis -identifying strengths and weaknesses.				
11.11 Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by students and faculty.				
11.12 Publicizes the Library Media Programs, services, and materials through newsletters, announcements, and other innovative ways.				
11.13 Is responsible for the proper use of the facility, materials, and equipment.				
11.14 May plan and/or participate in special projects or proposals, e.g. book fairs.				
11.15 Trains and supervises Library Media Program clerical staff, volunteers, and student helpers.				
11.16 Follows the SBDM approved selection policy that includes a procedure for the reconsideration of materials.				
11.17 Keeps automated catalog current utilizing authority control.				
11.18 Maintains statistical records and shelf list needed to verify collection of the library media center holdings.				
11.19 Makes general repairs, weeds collection, and takes annual inventory.				

11.20 Makes the library media center and its resources accessible to students and faculty.				
11.21 Facilitates the circulation of materials among schools in the district or with other agencies.				
11.22 Provides the resources and promotes recreational reading for the school community.				
11.23 Follows the school's policies and procedures.				
11.24 Promotes compliance with the copyright law.				
11.25 Handles concerns of others in a positive and professional manner to protect the users' rights to privacy and confidentiality.				
Standard 11 Overall rating for Summative Evaluation Form				
12. Library Media Specialist Demonstrates Proficiency as Teacher	Initial-Level Performance	Advanced - Level Performance	Does Not Meet	Discussed
12.1 Provides orientation for new faculty and students.				
12.2 Informally evaluates individual and group needs and provides appropriate learning experiences.				
12.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.				
12.4 Provides for independent and cooperative group learning.				
12.5 Teaches information literacy as an integral part of the curriculum using a process model such as the Big6(tm).				
12.6 Guides students in the selection of appropriate resources.				
12.7 Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.				
12.8 Promotes appreciation of various forms of literature emphasizing the highest quality.				
12.9 Encourages students to develop lifelong reading, listening, viewing, and critical thinking skills and to become skilled in all modes of communication.				
12.10 Incorporates the use of technology in accessing information.				
12.11 Assists students in the use of multi-media for completed projects.				
12.12 Provides training to staff in use of new materials, technology, and equipment, demonstrating practical applications for curriculum connections.				
Standard 12 Overall rating for Summative Evaluation Form				

13. Library Media Specialist Demonstrates Proficiency as Instructional Partner.	Initial-Level Performance	Advanced - Level Performance	Does Not Meet	Discussed
13.1 Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.				
13.2 Exercises a leadership role and serves as a catalyst in ensuring the Library Media Program is central to the instructional program of the school.				
13.3 Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.				
13.4 Provides the leadership and expertise for the incorporation of information and instructional technologies into the school curriculum.				
13.5 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and nonprint materials.				
13.6 Assists faculty in the selection of materials to supplement instruction.				
13.7 Establishes positive rapport with staff and students.				
13.8 Maintains effective communications with staff and students, e.g. informs faculty and students of new acquisitions and services.				
13.9 Plans and implements a Library Media Program of library information literacy in collaboration with classroom teachers toward the achievement of the standards and the academic expectations.				
Standard 13 Overall rating for Summative Evaluation Form				
14. Library Media Specialist Demonstrates Proficiency as Information Specialist	Initial-Level Performance	Advanced - Level Performance	Does Not Meet	Discussed
14.1 Chooses Materials using selection tools, bibliographies, recommendations.				
14.2 Maintains a professional collection.				
14.3 Demonstrates competency in selection, acquisition, circulation, and maintenance of materials, technology, and equipment that support the school's curriculum and educational.				
14.4 Maintains flexible use of the library media center by individuals, small groups, and large groups of research, browsing, recreational reading, and listening.				
14.5 Is available as a personal resource for all students and faculty.				
14.6 Attends local professional growth activities and meetings.				
14.7 Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field.				
Standard 14 Overall rating for Summative Evaluation Form				

****Note:** This column provides for one or more ratings. For example, an evaluatee might simply “meet” the performance criteria and that cell alone would be checked. Also, an evaluatee could “meet” the performance criteria yet “need growth” in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could “not meet” the performance criteria and “need growth”. If the “does not meet” cell is checked, the standard must be addressed in the professional growth plan.

I am knowledgeable about the content of this report and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with this report.

Employee's Signature

Date

I have discussed the content of this report in a conference with the employee.

Evaluator's Signature

Date

Tenured _____
Non Tenured _____

SUMMATIVE EVALUATION FOR LIBRARY MEDIA SPECIALIST

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Position _____
Evaluator _____ Position _____
School _____
Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____
Date(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Teacher/Library Media Specialists Standards	*Initial-Level Performance	**Advanced-Level Performance	***Not Met
1. Demonstrates Applied Content Knowledge	_____	_____	_____
2. Designs and Plans Instruction	_____	_____	_____
3. Creates and Maintains Learning Climate	_____	_____	_____
4. Implements and Manages Instruction	_____	_____	_____
5. Assesses and Communicates Learning Results	_____	_____	_____
6. Demonstrates The Implementation of Technology	_____	_____	_____
7. Reflects on and Evaluates Teaching and Learning	_____	_____	_____
8. Collaborates with Colleagues/Parents/Others	_____	_____	_____
9. Evaluates Teaching and Implements Professional Development	_____	_____	_____
10. Provides Leadership Within School/Community/Profession	_____	_____	_____
10.a. Punctual & Regular Attendance	_____	_____	_____
10.b. Model principles of self-awareness, reflective practice, transparency, and ethical behavior	_____	_____	_____
10.c. Performance of duties consistent with school, community goals and administrative regulations.	_____	_____	_____
Library Media			
11. Demonstrates Proficiency as Administrator of the Library Media Program	_____	_____	_____
12. Library Media Specialist Demonstrates Proficiency as Teacher	_____	_____	_____
13. Library Media Specialist Demonstrates Proficiency as Instructional Partner	_____	_____	_____
14. Library Media Specialist Demonstrates Proficiency as Information Specialist	_____	_____	_____
OVERALL RATING	_____	_____	_____

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information above has been completed and discussed:

Evaluatee: _____	_____	_____
_____ Agree with this summative evaluation	Signature	Date
_____ Disagree with this summative evaluation	_____	_____
	Signature	Date

Employment Recommendation to Central Office:

_____ Media Specialists standards for re-employment met.
_____ Media Specialists standards met, growth needed.
_____ Media Specialists standards for re-employment not met.

Opportunities for appeal process at both the local and state levels are a part of the Wolfe County School district evaluation plan.

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

* Standard evident but not effectively addressed/**growth needed**

** Standard evident and effectively addressed.

***Standard not evident or ineffectively addressed/**requires the development of a corrective action plan.**

**PREOBSERVATION INFORMATION FORM FOR
ADMINISTRATORS**

Administrator: _____

Location: _____

Date of Observation: _____

Time of Observation: _____

Evaluator: _____

Position: _____

Activity to Observe: _____

Other Pertinent Information: _____

Employee's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

ISLLC
Evaluation Standards and Performance Criteria
For Education Administrators
(All performance criteria may not apply to all administrative positions)

Standard 1: Vision

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.

Performances - The administrator facilitates processes and engages in activities ensuring that:

- 1.A. Collaboratively develop and implement a shared vision and mission.
- 1.B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
- 1.C. Create and implement plans to achieve goals.
- 1.D. Promote continuous and sustainable improvement.
- 1.E. Monitor and evaluate progress and revise plans.

Standard 2: School Culture and Learning

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Performances - The administrator facilitates processes and engages in activities ensuring that:

- 2.A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.
- 2.B. Create a comprehensive, rigorous, and coherent curricular program.
- 2.C. Create a personalized and motivating learning environment for students.
- 2.D. Supervise instruction.
- 2.E. Develop assessment and accountability systems to monitor student progress.
- 2.F. Develop the instructional and leadership capacity of staff.
- 2.G. Maximize time spent on quality instruction.
- 2.H. Promote the use of the most effective and appropriate technologies to support teaching and learning.
- 2.I. Monitor and evaluate the impact of the instructional program.

Standard 3: Management

An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Performances - The administrator facilitates processes and engages in activities ensuring that:

- 3.A. Monitor and evaluate the management and operational systems.
- 3.B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.
- 3.C. Promote and protect the welfare and safety of students and staff.
- 3.D. Develop the capacity for distributed leadership.
- 3.E. Ensure teacher and organizational time is focused to support quality instruction and student learning.

Standard 4: Collaboration

An education leader promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Performances - The administrator facilitates processes and engages in activities ensuring that:

- 4.A. Collect and analyze data and information pertinent to the educational environment.
- 4.B. Promote understanding, appreciation, and use of community's diverse cultural, social, and intellectual resources.
- 4.C. Build and sustain positive relationships with families and caregivers.
- 4.D. Build and sustain productive relationships with community partners.

Standard 5: Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Performances - The administrator facilitates processes and engages in activities ensuring that:

- 5.A. Ensure a system of accountability for every student's academic and social success.
- 5.B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
- 5.C. Safeguard the values of democracy, equity, and diversity.
- 5.D. Consider and evaluate the potential moral and legal consequences of decision-making.
- 5.E. Promote social justice and ensure that individual student needs inform all aspects of schooling.

Standard 6: Political, Economic, Legal

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Performances - The administrator facilitates processes and engages in activities ensuring that:

- 6.A. Advocate for children, families, and caregivers.
- 6.B. Act to influence local, district, state, and national decisions affecting student learning.
- 6.C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

DATA COLLECTION SUMMARY FOR ADMINISTRATORS

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.)

Observee_____ Position_____

Observer_____ Position_____

Date_____ Time_____

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

1: Vision - The administrator facilitates processes and engages in activities ensuring that:	
(1.A) Collaboratively develop and implement a shared vision and mission.	(1.B) Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
(1.C) Create and implement plans to achieve goals.	(1.D) Promote continuous and sustainable improvement.
(1.E) Monitor and evaluate progress and revise plans.	Standard 1 (Considerations for professional growth)

2: School Culture and Learning - The administrator facilitates processes and engages in activities ensuring that:

(2.A) Nurture and sustain a culture of collaboration, trust, learning, and high expectations.	(2.B) Create a comprehensive, rigorous, and coherent curricular program.
(2.C) Create a personalized and motivating learning environment for students.	(2.D) Supervise instruction.
(2.E) Develop assessment and accountability systems to monitor student progress.	(2.F) Develop the instructional and leadership capacity of staff.
(2.G) Maximize time spent on quality instruction.	(2.H) Promote the use of the most effective and appropriate technologies to support teaching and learning.
(2.I) Monitor and evaluate the impact of the instructional program.	Standard 2 (Consideration for professional growth)

3: Management - The administrator facilitates processes and engages in activities ensuring that:

(3.A) Monitor and evaluate the management and operational systems.	(3.B) Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.
(3.C) Promote and protect the welfare and safety of students and staff.	(3.D) Develop the capacity for distributed leadership.
(3.E) Ensure teacher and organizational time is focused to support quality instruction and student learning.	Standard 3 (Consideration for professional growth)

4: Collaboration - The administrator facilitates processes and engages in activities ensuring that:	
(4.A) Collect and analyze data and information pertinent to the educational environment.	(4.B.) Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.
(4.C) Build and sustain positive relationships with families and caregivers.	(4.D) Build and sustain productive relationships with community partners.
Standard 4 (Consideration for professional growth)	

5: Integrity, Fairness, Ethics - The administrator facilitates processes and engages in activities ensuring that:	
(5.A) Ensure a system of accountability for every student's academic and social success.	(5.B) Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
(5.C) Safeguard the values of democracy, equity, and diversity.	(5.D) Consider and evaluate the potential moral and legal consequences of decision-making.
(5.E) Promote social justice and ensure that individual student needs inform all aspects of schooling.	Standard 5 (Consideration for professional growth)

6: Political, Economic, Legal - The administrator facilitates processes and engages in activities ensuring that:

(6.A) Advocate for children, families, and caregivers.	(6.B) Act to influence local, district, state, and national decisions affecting student learning.
(6.C) Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.	Standard 6 (Consideration for professional growth)

****NOTE:** This column provides for one or more ratings. For example, an evaluatee might simply “meet” the performance criteria and that cell alone would be checked. Also, an evaluatee could “meet” the performance criteria yet “need growth” in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could “not meet” the performance criteria and “need growth”. If the “does not meet” cell is checked, the standard must be addressed in the professional growth plan.

I am knowledgeable about the content of this report and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with this report.

Employee’s Signature

Date

I have discussed the content of this report in a conference with the employee.

Evaluator’s Signature

Date

SUMMATIVE CONFERENCING FORM FOR EDUCATION ADMINISTRATORS

ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN

SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instruments. This analysis document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School/Work Site _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
The education administrator facilitates processes and engages in activities ensuring that:				
1: Vision - The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Discussed
1.A. Collaboratively develop and implement a shared vision and mission.				
1.B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.				
1.C. Create and implement plans to achieve goals.				
1.D. Promote continuous and sustainable improvement.				
1.E. Monitor and evaluate progress and revise plans.				
Standard 1 Overall rating for Summative Evaluation Form				

2: School Culture and Learning - The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Discussed
2.A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.				
2.B. Create a comprehensive, rigorous, and coherent curricular program.				
2.C. Create a personalized and motivating learning environment for students.				
2.D. Supervise instruction.				
2.E. Develop assessment and accountability systems to monitor student progress.				
2.F. Develop the instructional and leadership capacity of staff.				
2.G. Maximize time spent on quality instruction.				
2.H. Promote the use of the most effective and appropriate technologies to support teaching and learning.				
2.I. Monitor and evaluate the impact of the instructional program.				
Standard 2 Overall rating for Summative Evaluation Form				

3: Management - The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Discussed
3.A. Monitor and evaluate the management and operational systems.				
3.B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.				
3.C. Promote and protect the welfare and safety of students and staff.				
3.D. Develop the capacity for distributed leadership.				
3.E. Ensure teacher and organizational time is focused to support quality instruction and student learning.				
Standard 3 Overall rating for Summative Evaluation Form				

4: Collaboration - The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Discussed
4.A. Collect and analyze data and information pertinent to the educational environment.				
4.B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.				
4.C. Build and sustain positive relationships with families and caregivers.				
4.D. Build and sustain productive relationships with community partners.				
Standard 4 Overall rating for Summative Evaluation Form				

5: Integrity, Fairness, Ethics - The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Discussed
5.A. Ensure a system of accountability for every student's academic and social success.				
5.B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior as it relates to the Kentucky Code of Ethics				
5.C. Safeguard the values of democracy, equity, and diversity.				
5.D. Consider and evaluate the potential moral and legal consequences of decision-making.				
5.E. Promote social justice and ensure that individual student needs inform all aspects of schooling.				
5.F. An Individual Corrective Action Plan may be developed anytime as a means of identifying a weakness and addressing necessary steps to correct or strengthen said area.				
Standard 5 Overall rating for Summative Evaluation Form				

6: Political, Economic, Legal - The administrator facilitates processes, and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Discussed
6.A. Advocate for children, families, and caregivers.				
6.B. Act to influence local, district, state, and national decisions affecting student learning.				
6.C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.				
Standard 6 Overall rating for Summative Evaluation Form				

*This column provides for one or more rating. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the standard must be addressed in the professional growth plan.

I am knowledgeable about the content of this report and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with this report.

Employee's Signature

Date

I have discussed the content of this report in a conference with the employee.

Evaluator's Signature

Date

Tenured _____
Non-Tenured _____

SUMMATIVE EVALUATION FOR ADMINISTRATORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed and other documentation.)

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Administrator/Counselor Standards	*Met	**Growth Needed	***Not Met
1. Vision	_____	_____	_____
2. School Culture and Learning	_____	_____	_____
3. Management	_____	_____	_____
4. Collaboration	_____	_____	_____
5. Integrity, Fairness, Ethics	_____	_____	_____
6. Political, Economic, Legal	_____	_____	_____
7. Punctual and Regular Attendance	_____	_____	_____
Overall Rating	_____	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information above has been completed and discussed:

Evaluatee: _____ Agree with this summative evaluation
_____ Disagree with this summative evaluation. _____ Signature _____ Date _____

Evaluator: _____
_____ Signature _____ Date _____

Employment Recommendation to Central Office:

- _____ Administrator standards for re-employment met.
_____ Administrator standards met, growth needed.
_____ Administrator standards for re-employment not met.

Opportunities for appeal process at both the local and state levels are a part of the Wolfe County School District evaluation plan.

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

* Standard evident and effectively addressed.

** Standard evident but not effectively addressed/**growth needed**.

*** Standard not evident or ineffectively addressed/**requires the development of a corrective action plan**.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR EDUCATION COUNSELORS

(All performance criteria may not apply to all counseling positions)

ADMINISTRATOR PERFORMANCE STANDARDS

Standard 1: Vision

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.

Performances - The administrator facilitates processes and engages in activities ensuring that:

- 1.A. Collaboratively develop and implement a shared vision and mission.
- 1.B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.
- 1.C. Create and implement plans to achieve goals.
- 1.D. Promote continuous and sustainable improvement.
- 1.E. Monitor and evaluate progress and revise plans.

Standard 2: School Culture and Learning

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Performances - The administrator facilitates processes and engages in activities ensuring that:

- 2.A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.
- 2.B. Create a comprehensive, rigorous, and coherent curricular program.
- 2.C. Create a personalized and motivating learning environment for students.
- 2.D. Supervise instruction.
- 2.E. Develop assessment and accountability systems to monitor student progress.
- 2.F. Develop the instructional and leadership capacity of staff.
- 2.G. Maximize time spent on quality instruction.
- 2.H. Promote the use of the most effective and appropriate technologies to support teaching and learning.
- 2.I. Monitor and evaluate the impact of the instructional program.

Standard 3: Management

An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Performances - The administrator facilitates processes and engages in activities ensuring that:

- 3.A. Monitor and evaluate the management and operational systems.
- 3.B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.
- 3.C. Promote and protect the welfare and safety of students and staff.
- 3.D. Develop the capacity for distributed leadership.
- 3.E. Ensure teacher and organizational time is focused to support quality instruction and student learning.

Standard 4: Collaboration

An education leader promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Performances - The administrator facilitates processes and engages in activities ensuring that:

- 4.A. Collect and analyze data and information pertinent to the educational environment.
- 4.B. Promote understanding, appreciation, and use of community's diverse cultural, social, and intellectual resources.
- 4.C. Build and sustain positive relationships with families and caregivers.
- 4.D. Build and sustain productive relationships with community partners.

Standard 5: Integrity, Fairness, Ethics

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Performances - The administrator facilitates processes and engages in activities ensuring that:

- 5.A. Ensure a system of accountability for every student's academic and social success.
- 5.B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
- 5.C. Safeguard the values of democracy, equity, and diversity.
- 5.D. Consider and evaluate the potential moral and legal consequences of decision-making.
- 5.E. Promote social justice and ensure that individual student needs inform all aspects of schooling.

Standard 6: Political, Economic, Legal

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Performances - The administrator facilitates processes and engages in activities ensuring that:

- 6.A. Advocate for children, families, and caregivers.
- 6.B. Act to influence local, district, state, and national decisions affecting student learning.
- 6.C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

COUNSELOR PERFORMANCE STANDARDS

Standard 7: Program Management, Research, and Evaluation

- 7.1 Define needs and priorities.
- 7.2 Determine objectives.
- 7.3 Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program
- 7.4 Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.
- 7.5 Evaluate the program to assure its contribution to the school's mission and goals.
- 7.6 Use information systems and technology.

Standard 8: Developmental Guidance Curriculum

- 8.1 Assess the developmental need of students.
- 8.2 Address academic expectations and school-to-work initiatives.
- 8.3 Prepares students for successful transition.
- 8.4 Evaluate the results of the curriculum's impact.
- 8.5 Modify the curriculum as needed to continually meet the needs of students.
- 8.6 Guide individuals and groups of students through the development of educational and career plans.
- 8.7 Provide guidance for maximizing personal growth and development.
- 8.8 Teach the school developmental guidance curriculum.
- 8.9 Assist teachers in the teaching of the guidance curriculum.

Standard 9: Individual/Small Group Counseling

- 9.1 Promote wellness
- 9.2 Respond to crises
- 9.3 Communicate empathy and understanding.
- 9.4 Utilize a broad range of techniques and accepted theories appropriate to school counseling.
- 9.5 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers)
- 9.6 Intervene in problem/conflict situations and conduct follow-up sessions.
- 9.7 Respect and nurture the uniqueness of each student.
- 9.8 Mediate classroom and student conflict.
- 9.9 Empower students to develop and use their resources.

Standard 10: Coordination

- 10.1 Coordinate with school and community personnel, including school councils, to provide resources for students.
- 10.2 Use an effective referral process for assisting students and others to use special programs and services.
- 10.3 Identify community agencies for referral of students.
- 10.4 Maintain cooperative working relationships with community resources.
- 10.5 Facilitate successful transition from one level of education to the next, (e.g. elementary to middle/middle to high)

Standard 11: Assessment

- 11.1 Participate in the planning and evaluation of the district/school testing program.
- 11.2 Assess, interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments, and learning styles.
- 11.3 Collaborate with staff concerning assessment of special needs students.
- 11.4 Use assessment results and other sources of student data in formulating student career/graduation plans.
- 11.5 Coordinate student records to ensure the confidentiality of assessment data.
- 11.6 Provide orientation sessions for faculty, students, and parents regarding the assessment program.

Standard 12: Demonstrates Professional Leadership

- 12.1 Build positive relationships within and between school and community.
- 12.2 Promote leadership potential in colleagues.
- 12.3 Participate in professional organizations and activities.
- 12.4 Write and speak effectively.
- 12.5 Guides the development of curriculum and instructional materials.
- 12.6 Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
- 12.7 Initiates and develops educational projects and programs.
- 12.8 Practice effective listening, conflict resolution, and group-facilitation skills as a team leader.
- 12.9 Present program in a manner that reflects sensitivity to a multicultural and global perspective.
- 12.10 Write for publications, present at conferences and provide professional development.
- 12.11 Work with colleagues to administer an effective learning climate within the school.

Standard 13: Engages in Professional Development

- 13.1 Establishes priorities for professional growth.
- 13.2 Analyze student performance to help identify professional development needs.
- 13.3 Solicit input from others in the creation of individual professional development plans.
- 13.4 Implement knowledge and skills acquired through on-going professional development.
- 13.5 Modify own professional development plan to improve performance and to promote student learning.
- 13.6 Be responsible for on-going professional development.

DATA COLLECTION SUMMARY FOR COUNSELORS

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.)

Observee_____ Position_____

Observer_____ Position_____

Date_____ Time_____

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

1: Vision - The administrator facilitates processes and engages in activities ensuring that:

(1.A) Collaboratively develop and implement a shared vision and mission.

(1.B) Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.

(1.C) Create and implement plans to achieve goals.

(1.D) Promote continuous and sustainable improvement.

(1.E) Monitor and evaluate progress and revise plans.

Standard 1 (Considerations for professional growth)

2: School Culture and Learning - The administrator facilitates processes and engages in activities ensuring that:

(2.A) Nurture and sustain a culture of collaboration, trust, learning, and high expectations.	(2.B) Create a comprehensive, rigorous, and coherent curricular program.
(2.C) Create a personalized and motivating learning environment for students.	(2.D) Supervise instruction.
(2.E) Develop assessment and accountability systems to monitor student progress.	(2.F) Develop the instructional and leadership capacity of staff.
(2.G) Maximize time spent on quality instruction.	(2.H) Promote the use of the most effective and appropriate technologies to support teaching and learning.
(2.I) Monitor and evaluate the impact of the instructional program.	Standard 2 (Consideration for professional growth)

3: Management - The administrator facilitates processes and engages in activities ensuring that:

(3.A) Monitor and evaluate the management and operational systems.	(3.B) Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.
(3.C) Promote and protect the welfare and safety of students and staff.	(3.D) Develop the capacity for distributed leadership.
(3.E) Ensure teacher and organizational time is focused to support quality instruction and student learning.	Standard 3 (Consideration for professional growth)

4: Collaboration - The administrator facilitates processes and engages in activities**ensuring that:**

(4.A) Collect and analyze data and information pertinent to the educational environment.

(4.B.) Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.

(4.C) Build and sustain positive relationships with families and caregivers.

(4.D) Build and sustain productive relationships with community partners.

Standard 4 (Consideration for professional growth)

5: Integrity, Fairness, Ethics - The administrator facilitates processes and engages in**activities ensuring that:**

(5.A) Ensure a system of accountability for every student's academic and social success.

(5.B) Model principles of self-awareness, reflective practice, transparency, and ethical behavior.

(5.C) Safeguard the values of democracy, equity, and diversity.

(5.D) Consider and evaluate the potential moral and legal consequences of decision-making.

(5.E) Promote social justice and ensure that individual student needs inform all aspects of schooling.

Standard 5 (Consideration for professional growth)

6: Political, Economic, Legal - The administrator facilitates processes and engages in activities ensuring that:

(6.A) Advocate for children, families, and caregivers.

(6.B) Act to influence local, district, state, and national decisions affecting student learning.

(6.C) Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

Standard 6 (Consideration for professional growth)

COUNSELOR PERFORMANCE STANDARDS

7: Program Management, Research, and Evaluation

7.1 Define needs and priorities.

7.2 Determine objectives.

7.3 Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.

7.4 Organize, personnel, physical resources, and activities to accomplish needs, priorities, and objectives specified by school plans.

7.5 Evaluate the program to assure its contribution to the school's mission and goals.

7.6 Use information systems and technology.

Standard 7 (Consideration for professional growth)

8: Developmental Guidance Curriculum	
8.1 Assess the developmental need of students.	8.2 Address academic expectations and school-to-work initiatives.
8.3 Prepares students for successful transition.	8.4 Evaluate the results of the curriculum's impact.
8.5 Modify the curriculum as needed to continually meet the needs of students.	8.6 Guide individuals and groups of students through the development of educational and career plans.
8.7 Provide guidance for maximizing personal growth and development.	8.8 Teach the school developmental guidance curriculum.
8.9 Assist teachers in the teaching of the guidance curriculum.	Standard 8 (Consideration for professional growth)

9: Individual/Small Group Counseling	
9.1 Promote wellness	9.2 Respond to Crises
9.3 Communicate empathy and understanding.	9.4 Utilize a broad range of techniques and accepted theories appropriate to school counseling.
9.5 Utilize assessment tools, individual planning skills and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers).	9.6 Intervene in problem/conflict situations and conduct follow-up sessions.
9.7 Respect and nurture the uniqueness of each student.	9.8 Mediate classroom and student conflict.

9.9 Empower students to develop and use their resources.	Standard 9 (Consideration for professional growth)
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10: Coordination	
10.1 Coordinate with school and community personnel, including school councils, to provide resources for students.	10.2 Use an effective referral process for assisting students and others to use special programs and services
10.3 Identify community agencies for referral of students.	10.4 Maintain cooperative working relationships with community resources.
10.5 Facilitate successful transition from one level of education to the next (i.e. elementary to middle/middle to high)	Standard 10 (Consideration for professional growth)

11: Assessment	
11.1 Participate in the planning and evaluation of the district/school testing program.	11.2 Assess, interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles
11.3 Collaborate with staff concerning assessment of special needs students.	11.4 Use assessment results and other sources of student data in formulating student career/graduation plans.
11.5 Coordinate student records to ensure the confidentiality of assessment data.	11.6 Provide orientation sessions for faculty, students, and parents regarding the assessment program.
Standard 11 (Consideration of professional growth)	

12: Demonstrates Professional Leadership	
12.1 Build positive relationships within and between school and community.	12.2 Promote leadership potential in colleagues.
12.3 Participate in professional organizations and activities.	12.4 Write and speak effectively.
12.5 Guides the development of curriculum and instructional materials.	12.6 Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
12.7 Initiates and develops educational projects and programs.	12.8 Practice effective listening, conflict resolution, and group-facilitation skills as a team leader.
12.9 Present program in a manner that reflects sensitivity to a multicultural and global perspective.	12.10 Write for publications, present at conferences and provide professional development.
12.11 Work with colleagues to administer an effective learning climate within the school.	Standard 12 (Consideration of professional growth)

13: Engages in professional development.	
13.1 Establishes priorities for professional growth.	13.2 Analyze student performance to help identify professional development needs.
13.3 Solicit input from others in the creation of individual professional development plans.	13.4 Implement knowledge and skills acquired through on-going professional development.

13.5 Modify own professional development plan to improve performance and to promote student learning.	13.6 Be responsible for on-going professional development.
Standard 13 (Consideration of Professional growth)	

I am knowledgeable about the content of this report and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with this report.

Employee’s Signature

Date

I have discussed the content of this report in a conference with the employee.

Evaluator’s Signature

Date

SUMMATIVE CONFERENCING FORM FOR COUNSELORS

ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN

SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

(All performance criteria may not apply to all counseling positions)

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School/Work Site _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
The education administrator facilitates processes and engages in activities ensuring that:				
ADMINISTRATOR STANDARDS				
1: Vision - The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Discussed
1.A. Collaboratively develop and implement a shared vision and mission.				
1.B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.				
1.C. Create and implement plans to achieve goals.				
1.D. Promote continuous and sustainable improvement.				
1.E. Monitor and evaluate progress and revise plans.				
Standard 1 Overall rating for Summative Evaluation Form				

2: School Culture and Learning - The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Discussed
2.A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.				
2.B. Create a comprehensive, rigorous, and coherent curricular program.				
2.C. Create a personalized and motivating learning environment for students.				
2.D. Supervise instruction.				
2.E. Develop assessment and accountability systems to monitor student progress.				
2.F. Develop the instructional and leadership capacity of staff.				
2.G. Maximize time spent on quality instruction.				
2.H. Promote the use of the most effective and appropriate technologies to support teaching and learning.				
2.I. Monitor and evaluate the impact of the instructional program.				
Standard 2 Overall rating for Summative Evaluation Form				

3: Management - The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Discussed
3.A. Monitor and evaluate the management and operational systems.				
3.B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.				
3.C. Promote and protect the welfare and safety of students and staff.				
3.D. Develop the capacity for distributed leadership.				
3.E. Ensure teacher and organizational time is focused to support quality instruction and student learning.				
Standard 3 Overall rating for Summative Evaluation Form				

4: Collaboration - The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Discussed
4.A. Collect and analyze data and information pertinent to the educational environment.				
4.B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.				
4.C. Build and sustain positive relationships with families and caregivers.				
4.D. Build and sustain productive relationships with community partners.				
Standard 4 Overall rating for Summative Evaluation Form				

5: Integrity, Fairness, Ethics - The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Discussed
5.A. Ensure a system of accountability for every student's academic and social success.				
5.B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior as it relates to the Kentucky Code of Ethics.				
5.C. Safeguard the values of democracy, equity, and diversity.				
5.D. Consider and evaluate the potential moral and legal consequences of decision-making.				
5.E. Promote social justice and ensure that individual student needs inform all aspects of schooling.				
5.F. An Individual Corrective Action Plan may be developed anytime as a means of identifying a weakness and addressing necessary steps to correct or strengthen.				
Standard 5 Overall rating for Summative Evaluation Form				

6: Political, Economic, Legal - The administrator facilitates processes, and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Discussed
6.A. Advocate for children, families, and caregivers.				
6.B. Act to influence local, district, state, and national decisions affecting student learning.				
6.C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.				
Standard 6 Overall rating for Summative Evaluation Form				

COUNSELOR STANDARDS/PERFORMANCE CRITERIA

7: Program Management, Research, and Evaluation	Meets	Growth Needed	Does Not Meet	Discussed
7.1 Define needs and priorities.				
7.2 Determine objectives.				
7.3 Communicate with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.				
7.4 Organize personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.				
7.5 Use information systems and technology.				
Standard 7 Overall rating for Summative Evaluation Form				

8: Developmental Guidance Curriculum	Meets	Growth Needed	Does Not Meet	Discussed
8.1 Assess the development need of students.				
8.2 Address academic expectations and school-to-work initiatives.				
8.3 Prepares students for successful transition.				
8.4 Evaluate the results of the curriculum's impact.				
8.5 Modify the curriculum as needed to continually meet the needs of students.				
8.6 Guide individuals and groups of students through the development of educational and career plans.				
8.7 Provide guidance for maximizing personal growth and development.				
8.8 Teach the school developmental guidance curriculum.				
8.9 Assist teachers in the teaching of guidance curriculum.				
Standard 8: Overall rating for Summative Evaluation Form				

9: Individual/Small Group Counseling	Meets	Growth Needed	Does Not Meet	Discussed
9.1 Promote wellness.				
9.2 Respond to crises.				
9.3 Communicate empathy and understanding.				
9.4 Utilize a broad range of techniques and accepted theories appropriate to school counseling.				
9.5 Utilize assessment tools, individual planning skills, and counseling to facilitate informed choices (aptitude, interest, learning styles, academics, and careers.				
9.6 Intervene in problem/conflict situations and conduct follow-up sessions.				
9.7 Respect and nurture the uniqueness of each student.				
9.8 Mediate classroom and student conflict.				
9.9 Empower students to develop and use their resources.				
Standard 9: Overall rating for Summative Evaluation Form				

10: Coordination	Meets	Growth Needed	Does Not Meet	Discussed
10.1 Coordinate with school and community personnel, including school councils, to provide resources for students.				
10.2 Use an effective referral process for assisting students and others to use special programs and services.				
10.3 Identify community agencies for referral of students.				
10.4 Maintain cooperative working relationships with community resources.				
10.5 Facilitate successful transition from one level of education to the next, (i.e. elementary to middle/middle to high).				
Standard 10: Overall rating for Summative Evaluation Form				

11. Assessment	Meets	Growth Needed	Does Not Meet	Discussed
11.1 Participate in the planning and evaluation of the district/school testing program.				
11.2 Assess, interpret and communicate learning results to students, faculty, parents, and community with respect to aptitude, achievement, interests, temperaments and learning styles.				
11.3 Collaborate with staff concerning assessment of special needs students.				
11.4 Use assessment results and other sources of student data in formulating student career/graduation plan.				
11.5 Coordinate student records to ensure the confidentiality of assessment data.				
11.6 Provide orientation sessions for faculty, students, and parents regarding the assessment program.				
Standard 11: Overall rating for Summative Evaluation Form				

12: Demonstrates Professional Leadership	Meets	Growth Needed	Does Not Meet	Discussed
12.1 Build positive relationships within and between school and community.				
12.2 Promote leadership potential in colleagues.				
12.3 Participate in professional organizations and activities.				
12. 4 Write and speak effectively.				
12.5 Guides the development of curriculum and instructional materials.				
12.6 Participate in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
12.7 Initiates and develops educational projects and programs.				
12.8 Practice effective listening, conflict resolution, and group-facilitation skills as a team leader.				
12.9 Present program in a manner that reflects sensitivity to a multicultural and global perspective.				
12.10 Write for publications, present at conferences and provide professional development.				
12.11 Work with colleagues to administer an effective learning climate within the school.				
Standard 12: Overall rating for Summative Evaluation Form				

13: Engages in Professional Development	Meets	Growth Needed	Does Not Meet	Discussed
13.1 Establishes priorities for professional growth.				
13.2 Analyze student performance to help identify professional development needs.				
13.3 Solicit input from others in the creation of individual professional development plans.				
13.4 Implement knowledge and skills acquired through on-going professional development.				
13.5 Modify own professional development plan to improve performance and to promote student learning.				
13.6 Be responsible for the on-going professional development.				
Standard 13: Overall rating Summative Evaluation Form				

*This column provides for one or more rating. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the standard must be addressed in the professional growth plan.

I am knowledgeable about the content of this report and have had an opportunity to discuss it in a conference with my immediate supervisor. My signature does not imply agreement or disagreement with this report.

Employee's Signature

I have discussed the content of this report in a conference with the employee.

Date

Evaluator's Signature

Date

Tenured_____

SUMMATIVE EVALUATION FOR ADMINISTRATORS/COUNSELORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed and other documentation.)

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Administrator/Counselor Standards	*Met	**Growth Needed	***Not Met
1. Vision	_____	_____	_____
2. School Culture and Learning	_____	_____	_____
3. Management	_____	_____	_____
4. Collaboration	_____	_____	_____
5. Integrity, Fairness, Ethics	_____	_____	_____
6. Political, Economic, Legal	_____	_____	_____
7. Punctual and Regular Attendance	_____	_____	_____
Counselor	_____	_____	_____
7. Program Management, Research, and Evaluation	_____	_____	_____
8. Developmental Guidance Curriculum	_____	_____	_____
9. Individual/Small Group Counseling	_____	_____	_____
10. Coordination	_____	_____	_____
11. Assessment	_____	_____	_____
12. Demonstrates Professional Leadership	_____	_____	_____
13. Engages in Professional Development	_____	_____	_____
Overall Rating	_____	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
 11. _____ 12. _____ 13. _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information above has been completed and discussed:

Evaluatee: _____ Agree with this summative evaluation _____
 _____ Disagree with this summative evaluation _____ Signature _____ Date _____

Evaluator: _____ Signature _____ Date _____

Employment Recommendation to Central Office:

- _____ Counselor standards for re-employment met.
 _____ Counselor standards met, growth needed.
 _____ Counselor standards for re-employment not met.

Opportunities for appeal process at both the local and state levels are a part of the Wolfe County School district evaluation plan.

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

* Standard evident and effectively addressed.

** Standard evident but not effectively addressed/**growth needed**

*** Standard not evident or ineffectively addressed/**requires the development of a corrective action plan.**

Professional Growth Plan

As with evaluation, professional growth activities should be more than a yearly, “one-time” event. Every school employee should view professional improvement as an on-going process of enhancing and strengthening their techniques, methods, products, and performances.

704 KAR 3:345 (2)(c) requires the evaluation system to include a professional growth plan for all certified personnel below the level of the district superintendent. This plan must be aligned with specific goals and objectives of the school and district improvement plan and must be reviewed annually. The evaluatee and the supervisor should discuss and agree upon a meaningful plan aligned with the school/district plan and suited specifically to enhance and assist the performance of the evaluatee. Observation visits, conferences between the employee and the immediate supervisor, and activities identified by the evaluatee as specific enrichment goals may contribute to the plan’s update and revision.

The professional growth plan must be reviewed annually and maintained as a part of the district’s official personnel files.

Instructions for Completing the Individual Professional Growth Plan

This Plan is to be completed by the employee with assistance from the immediate supervisor.

1. Identified School/District Improvement Plan Goal and/or Objective

(704 KAR 3:345 Section 4 (2)(c) states, “The evaluation system **shall** include a professional growth plan for all certified personnel below the level of superintendent **aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.**”

Does your growth plan goal(s) align with one of the school/district improvement goals or objective.

2. Present Professional Development (PD) Stage

(Select one of the following PD stages that match your personal stage of growth.)

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

Is your growth plan individualized to meet the particular level or stage of present professional development?

3. Growth Goal(s)/Objective(s)

Identify the specific goal(s) or objective(s) that you plan to develop. For example: If increasing the percentage of students scoring in the proficient level in mathematics is a school improvement goal, an individualized growth plan might be to incorporate measurable performance-based assessment items in mathematics lessons, or to utilize computer software/technologies in mathematics instruction. It is also appropriate to review your summative evaluation for any identified professional growth needs.

4. Procedures and Activities for Achieving Goal(s) and Objective(s)

List the specific activities you plan to do in order to meet your goal(s) and objective(s). For example: attending specific staff development workshops; soliciting input from peer/colleague who has mastered the goal for objective; enrolling in a seminar; collaborating with other support personnel, etc.

Will participating in the identified activities assist you in accomplishing your identified goal(s)/objectives?

5. Expected Impact

Describe the Expected Impact in terms of improved student performance, change in teacher practice, or completion of finished product.

6. Target Dates for Completion/Review

Identify the date that you plan to accomplish/review your individual goal(s)/objective(s).

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Stages of Development Related to Outcomes and Professional Development

Stages of Professional Development	Desired Practitioner Outcomes for Training	Appropriate Training Strategies & Staff Development Processes for Maximum Growth
1. Orientation/Awareness Stage at which practitioners develop knowledge and understanding of key concepts, processes, and organizational structures of the program.	<ul style="list-style-type: none"> * Be able to describe the general characteristics of the program and the requirement for use. * Analyze his/her role in the program based upon program characteristics and requirements and the program's demands on the user and the school. * Be able to identify the knowledge/skills needed for program implementation. 	<ul style="list-style-type: none"> * Provide information on key concepts. * Address personal concerns. * Present exemplars and non exemplars. * Define competencies and requirements to implement program. * Provide opportunities for exploration.
2. Preparation/Application Stage at which practitioners develop the skills and processes to begin program implementation.	<ul style="list-style-type: none"> * Develop the knowledge and skills needed for initial implementation of the program. * Identify the logistical requirements, necessary resources, and training for initial use of the programs. * Analyze existing resources to determine resources which need to be ordered. * Organize activities, events, and resources for initial use of the program. 	<ul style="list-style-type: none"> * Model skills and processes. * Simulate tasks and processes. * Provide coaching and feedback. * Observation of exemplary programs.
3. Implementation/Management Stage at which practitioners learn to master the required tasks for implementation of the program in their workplace.	<ul style="list-style-type: none"> * Develop the knowledge and skills needed to organize and manage resources, activities, and events related to day-to-day use of the program. * Analyze his/her use of the program with regard to problems of logistics, management, time, schedules, resources, and reactions of the student. * Make appropriate adaptations and/or modifications in program needed to address local managerial and/or logistical issues. * Develop a knowledge of long term requirements for the use of the program. 	<ul style="list-style-type: none"> * Mentoring. * Technical Assistance. * Coaching. * Networking of Resources. * Visitations of successful programs in operation.
4. Refinement/Impact Stage at which practitioners vary the use of practices to achieve maximum impact on student achievement.	<ul style="list-style-type: none"> * Analyze cognitive and affective effects of program on students. * Develop immediate and long range plans which address possible needed changes in the program to enhance student outcomes. 	<ul style="list-style-type: none"> * Networking with consultants and other practitioners operating at impact stage. * Regional and national sharing conferences. * Serving as training facilitators to other programs.

* Professional Growth Plan Stages:

O=Orientation/Awareness; A=Preparation/Application; I=Implementation/Management

Instructions for Completing Individual Corrective Action Plan

This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an observed weakness or “does-not-meet rating” on any one Standard or more for the Summative Evaluation. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement and the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Standard No.

Identify the specific standard(s) from the Summative Evaluation Form that has a “does-not-meet” rating assigned.

2. Present Professional Development Stage

(Select the stage of professional development that best reflects the evaluatee’s level.)

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

3. Growth/Objective(s) Goals

Growth objectives and goals must address the specific standard(s) rated as “does not meet” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).

4. Procedures and Activities for Achieving Goal(s) and Objective(s)

Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

5. Appraisal Method and Target Dates

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and recordkeeping of all actions must be provided to the evaluatee.

6. Documentation of all reviews, corrective actions, and evaluator’s assistance must be provided periodically (as they occur) to the evaluatee

(Evaluators must follow the local district professional development growth and evaluation plan processes, and procedures for implementing an Individual Correction Action Plan.)

An Individual Corrective Action Plan may be developed anytime as a means of identifying a weakness and addressing necessary steps to correct or strengthen said area.

INDIVIDUAL CORRECTIVE ACTION PLAN

Date _____ Work Site _____

Standard No.	Present PG Stage:	Growth Objective/Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates

(attach more pages if necessary)

Evaluatee's Comments:

Evaluator's Comments:

Individual Corrective Action Plan Developed:	STATUS: Achieved _____ Revised _____ Continued _____
(Evaluatee's Signature) (Date)	(Evaluatee's Signature) (Date)
(Evaluator's Signature) (Date)	(Evaluator's Signature) (Date)

*Professional Growth Plan Strategies:

O/A = Orientation/Awareness; P/A = Preparation/Application; I/M = Implementation/Management;
R/I = Refinement/Impact

APPEAL OF EVALUATION

Any certified employee not in agreement with the process or content of an evaluation may request a hearing with the local district appeals committee. This request must be in writing to the superintendent of schools and must be made within five (5) working days of receipt of the written summative evaluation.

The following guidelines will be followed in implementing the local district appeals:

A. Appeals Committee Membership and Selection

During the months of May and June each year, an appeals committee comprised of three (3) district staff will be named to serve for a one-year period. One (1) member and one (1) alternate is to be appointed by the board of education and two (2) members plus two (2) alternates are to be elected from the certified staff. The superintendent and/or his designee is responsible for soliciting nominees from the entire staff at large, and for printing, dissemination and counting ballots.

B. Committee Orientation

Prior to October 1 of each year, the superintendent and/or his designee will conduct an orientation session with the appeals committee. The purpose of this meeting is to explain the committee's functions, operating procedures, and to select a list of independent evaluators to recommend to the board of education

C. Appeals Hearing

Hearing before the appeals committee will be held at the district board of education office. Each side may be represented by counsel if desired, and each side may call witnesses for documentation. Both parties will have the opportunity to review all documents that are to be presented to the evaluation appeals panel at least five days prior to the date of the hearing. A tape recording will be made of the hearing, but no written record will be maintained. Either side may request a copy of the recording.

The appeals committee will appoint a hearing officer from the committee. This person is responsible for conducting the hearing, maintaining a record of the proceeding, and finalizing the committee report findings.

A written report of the committee findings will be prepared and submitted to the evaluator, the superintendent and the evaluatee within fifteen (15) working days of the hearing.

D. Appeals Committee Jurisdiction

The appeals committee through its deliberations has the responsibility to determine the following:

- 1) Whether or not the evaluation process complied with district and state regulations with regard to timelines and proper use of evaluation instruments.
- 2) Whether or not professional judgments were documented by specific and concrete examples and whether or not this documentation depicted an established pattern of behavior.

The appeals committee as a result of its deliberations may render one of the following decisions:

- 1) The summative evaluation findings may be upheld with or without comment.
- 2) The summative evaluation findings may be found to be not in compliance. With this finding, the committee must provide written substantiation of non-compliance.

The committee in such cases may request one of the following:

- 1) Further evaluation by the same evaluator following specified guidelines.
- 2) An evaluation to be conducted by a consultant outside the district who has demonstrated expertise in evaluation. Such evaluation must include three (3) classroom observations over a period of sixty (60) days.

This independent evaluation must use the same instruments as the local plan. A written summative evaluation must be rendered within ten (10) working days following the third observation and must be completed prior to the end of the current school year.

The person appointed for the independent evaluation is to be selected by the appeals committee from a random drawing from a list of pre-determined certified evaluators.

Costs of the independent hearing are to be paid by the board of education if the local evaluation is overturned. Costs of the independent hearing are to be borne by the individual requesting the appeal hearing if the local evaluation findings are upheld.

E. Further Appeals

Procedural complaints regarding the local hearings may be referred to the state appeals committee as provided in 704 KAR 3:345(9).

EVALUATION APPEALS HEARING REQUEST FORM

I _____ have been evaluated by _____ during the current school year evaluation cycle. My disagreement with the findings of the summative evaluation has been thoroughly discussed with my evaluator.

I respectfully request the _____ School District Evaluation Appeals Panel to hear my appeal.

My appeal challenges the summative findings on:

_____ Substance

_____ Procedure

_____ Both substance and procedure

The date of the summative conference was _____

The date the evaluator was notified of intent to appeal was _____

Signature _____ Date _____

(This form shall be presented in person or by mail to any member of the district Evaluation Appeals Plan. The time (or exact number of working days after the completion of the summative conference) is stipulated in the local district evaluation plan.)

**WOLFE COUNTY SCHOOLS
ANNUAL GOAL STATEMENT FORM
FOR
SUPERINTENDENT**

District

School Year

Superintendent

Current Date

(USE ONE GOAL STATEMENT FORM FOR EACH GOAL)

GOAL STATEMENT (State in general terms the goal to be achieved during the school year):

ACHIEVEMENT STRATEGIES (List specific steps to be followed to achieve the goal):

SUPPORT SERVICES (Identify physical, fiscal, personnel resources necessary to achieve the goal):

APPRAISAL METHOD (What process will be used to assess achievement of the goal?):

FEEDBACK CONFERENCE (When will the supervisor provide feedback regarding achievement of the goal?):

SUMMATIVE CONFERENCE DATE (On what approximate date will the supervisor assess achievement of the goal?):

GOAL STATEMENT FEEDBACK FORM

SUPERINTENDENT

DISTRICT

EVALUATOR

FEEDBACK CONFERENCE:

Superintendent's Assessment of Progress Toward Achievement of Goal

(Describe the progress made in achieving the goal; sign and date.)

Evaluator's Assessment of Progress Toward Achievement of Goal

(Describe the progress made in achieving the goal; sign and date.)

FEEDBACK CONFERENCE:

Superintendent's Assessment of Progress Toward Achievement of Goal

(Describe the progress made in achieving the goal; sign and date.)

Evaluator's Assessment of Progress Toward Achievement of Goal

(Describe the progress made in achieving the goal; sign and date.)

NOTES: Any additional comments should be appended to this form and initialed by superintendent/evaluator.

Typically, the superintendent responds initially and the evaluator responds following the discussion.

GOAL STATEMENT SUMMATIVE FORM

Superintendent

District

Evaluator

GOAL:

FEEDBACK CONFERENCE DATE(S)

SUPPORT SERVICES UTILIZED

SUPERINTENDENT'S ASSESSMENT OF ACHIEVEMENT OF GOAL

(Describe the achievement of the goal; sign and date)

EVALUATOR'S ASSESSMENT OF ACHIEVEMENT OF GOAL

(Describe the achievement of the goal; sign and date)

EVALUATOR'S ASSESSMENT OF PROGRESS TOWARD ACHIEVEMENT OF GOAL

(Describe the progress in achieving the goal; sign and date)

Superintendent's Signature/Date

Evaluator's Signature

Signatures imply the information has been discussed.

NOTES: Any additional comments should be appended to this form and initialed by superintendent and evaluator.

**EVALUATION INSTRUMENT
FOR
SUPERINTENDENT**

Evaluatee_____

Date_____

Title_____

District_____

Evaluator_____

General Information

The superintendent will be evaluated and counseled by the Board of Education not less than once every school year.

The worth of the evaluation will be determined by the amount individuals are willing to devote to the communication and to the evaluation setting and process. Proper evaluation requires continuous communication between the Board of Education and superintendent.

Distribution of this completed form will be: one for the superintendent, one for personnel files, and one for the Board Members. **NOTE:** the term “superintendent” throughout the evaluation process shall mean the superintendent of schools.

Evaluation Instruction

- 1) An annual goal statement conference for the superintendent will be scheduled by the Board of Education prior to October 15 of each year. Two to five goals are recommended.
- 2) The Board may gather evaluative information as the evaluator and the evaluatee work professionally together in performing the expected duties and responsibilities of the evaluatee.
- 3) A goal statement feedback conference will be scheduled by the Board of Education during the time of January 1 – March 31. The completion of stated goals will be discussed during the summative conference.
- 4) The summative evaluation will be scheduled prior to June 30.
- 5) The Board of Education will mark the rating scale of 1, 2, 3, 4, or 5 with one being low and five being high. A rating of one requires a written comment.
- 6) The result of six marks in the “*needs work*” column constitutes an unsatisfactory evaluation.

**EVALUATION INSTRUMENT
FOR
SUPERINTENDENT**

PERFORMANCE CRITERIA

MANAGEMENT SKILLS

A. Utilizes effective time management practices

	Needs Work		Satisfactory		
1. Delegates appropriate duties	1	2	3	4	5
2. Plans an efficient administrative schedule	1	2	3	4	5
3. Organizes time so as to be available to others	1	2	3	4	5
4. Establishes priorities	1	2	3	4	5
5. Demonstrates efficient office management practices	1	2	3	4	5
6. Is consistently on time and well prepared	1	2	3	4	5

Comments:

B. Demonstrates effective personnel management practices.

	Needs Work		Satisfactory		
1. Supervises all employees	1	2	3	4	5
2. Delegates authority and responsibility where appropriate	1	2	3	4	5
3. Promptly provides feedback to personnel on performance	1	2	3	4	5
4. Provides support to employees	1	2	3	4	5
5. Monitors progress on delegated tasks	1	2	3	4	5
6. Makes appropriate decisions concerning personnel additions, retentions or discharges	1	2	3	4	5
7. Resolves personnel problems and manages employee conflicts	1	2	3	4	5
8. Exhibits objectivity on issues	1	2	3	4	5
9. Maintains and enhances the team concept	1	2	3	4	5

Comments:

C. Demonstrates financial responsibility

	Needs Work		Satisfactory		
1. Cooperates in developing budgets	1	2	3	4	5
2. Monitors budget expenditures	1	2	3	4	5
3. Keeps accurate financial records	1	2	3	4	5
4. Develops accountable procedures for handling of funds	1	2	3	4	5
5. Supervises fund-raising activities	1	2	3	4	5

Comments:

D. Writes a systematic plan for attainment of goals and objectives

	Needs Work		Satisfactory		
1. Uses decision-making skills to arrive at a plan	1	2	3	4	5
2. Follows the plan	1	2	3	4	5
3. Evaluates the plan	1	2	3	4	5

Comments:**E. Demonstrates appropriate decision-making skills**

	Needs Work		Satisfactory		
1. Involves/consults parents, staff, and others as appropriate	1	2	3	4	5
2. Seeks appropriate staff participation in the decision-making process	1	2	3	4	5
3. Follows through with decisions made	1	2	3	4	5

Comments:**F. Implements board policies and directives and communicates these policies to the staff**

	Needs Work		Satisfactory		
1. Reports are submitted on time	1	2	3	4	5
2. Records and reports are accurate, complete, and well documented	1	2	3	4	5
3. Reports contain appropriate information	1	2	3	4	5

Comments:

G. Maintains accurate records and submits reports

	Needs Work		Satisfactory		
1. Reports are submitted on time	1	2	3	4	5
2. Records and reports are accurate, complete, and well documented	1	2	3	4	5
3. Reports contain appropriate information	1	2	3	4	5

Comments:**SCHOOL AND COMMUNITY RELATIONS****A. Seeks to establish positive relationships with teachers**

	Needs Work		Satisfactory		
1. Regularly seeks teacher input on school issues.	1	2	3	4	5
2. Respects the rights of teachers to hold differing opinions	1	2	3	4	5
3. Provides a good role model	1	2	3	4	5
4. Provides opportunities for teacher leadership	1	2	3	4	5
5. Maintains effective two-way communication (both oral and written)	1	2	3	4	5
6. Supports teacher instructional initiative	1	2	3	4	5
7. Provides a communication link between teachers and community	1	2	3	4	5
8. Motivates others to accomplish professional and organizational goals	1	2	3	4	5
9. Expresses an understanding of the situation in which he/she works	1	2	3	4	5

Comments:

B. Seeks to establish positive relationships with parents and patrons

	Needs Work		Satisfactory		
1. Interprets policies and procedures	1	2	3	4	5
2. Works with parent groups	1	2	3	4	5
3. Promotes an exchange of ideas	1	2	3	4	5
4. Encourages involvement in school activities and issues	1	2	3	4	5
5. Utilizes key communicators	1	2	3	4	5
6. Insures that parents receive regular reports on their children	1	2	3	4	5

Comments:

PROFESSIONAL RESPONSIBILITIES

A. Demonstrates employee responsibilities

	Needs Work		Satisfactory		
1. Responds appropriately to parental concerns	1	2	3	4	5
2. Is punctual	1	2	3	4	5
3. Provides accurate data as requested for management purposes	1	2	3	4	5
4. Is prompt and accurate in performing duties	1	2	3	4	5
5. Uses discretion in handling confidential information and difficult situations	1	2	3	4	5
6. Upholds the professional code of ethics of the K-12 district	1	2	3	4	5
7. Assumes responsibilities as required away from the school campus	1	2	3	4	5
8. Supports district regulations and policies	1	2	3	4	5

Comments:

B. Strives to improve performance

	Needs Work		Satisfactory		
1. Participates in professional activities	1	2	3	4	5
2. Establishes and pursues goals	1	2	3	4	5
3. Attends professional meetings	1	2	3	4	5

Comments:

NOTE: “N.O.” should be recorded for “not observed.” Areas observed at times other than the on-site observation should be noted and dated on this form beside the appropriate area.

Attach documentation if warranted.

SUPERINTENDENT'S GROWTH PLAN

1. Superintendent's Accomplishments/Strengths

2. Problem or Areas of Growth/Improvement

***Opportunities for Superintendent's Professional growth pursuant to KRS 156.111 will be provided.**

APPENDICES

Code of Ethics	122
Important Sheet for Evaluators Recommending Termination of Employee	124
KRS 156.557 (Certified Personnel Evaluation)	125
704 KAR 3:345 (Evaluation Guidelines)	128
KRS 156.111 (Superintendents Training and Assessment Center Program	134
704 KAR 3:406 (Superintendent Training Program and Assessment Process)	135
16 KAR 7:010 (Kentucky Teacher Internship Program)	139
16 KAR 7:020 (Kentucky Principal Internship Program)	146
KRS 156.101 (Instructional Leader Improvement Program)	154
KRS 160.345 (School-based Decision Making)	156
KRS 156.095 (Professional Development Programs)	164
704 KAR 3:035 (Annual Professional Development Plan)	167
KRS 161.790 (Termination of Contract by Board)	171
701 KAR 5:090 (Teacher Disciplinary Hearings)	173
Standards and Indicators for School Improvement	175
Standards for School Leaders Self-Assessment	176
Suggested Walk-Through Instruments to Use	178
Effective Lesson Design and Delivery	185
Wolfe County Schools Teacher Observation Schedule (Tracking Form for Process)	186
Evaluation Guide/Timeline Documentation Form	187

APPENDIX A

CODE OF ETHICS

704 KAR 20:680

In 1990, the General Assembly of the Commonwealth of Kentucky enacted landmark legislation for education reform throughout the state. As the Kentucky Education Reform Act is implemented across the state, the Education Professional Standards Board calls Kentucky's educators to reaffirm their commitment to the highest ethical standards. In recognizing the magnitude of our responsibility to learners and to society, we offer this Code of Ethics which reflects and promotes the aspirations of our profession.

Section 1. Certified personnel in the Commonwealth:

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- (3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

TO STUDENTS

- Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.
- Shall respect the constitutional rights of all students.
- Shall take reasonable measures to protect the health, safety, and emotional well-being of students.
- Shall not use professional relationships or authority with students for personal advantage.
- Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- Shall not knowingly make false or malicious statements about students or colleagues.
- Shall refrain from subjecting students to embarrassment or disparagement.
- Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching; kissing, or grabbing; rape; threats or physical harm; and sexual assault.

TO PARENTS

- Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student.
- Shall endeavor to understand community cultures and diverse home environments of students.
- Shall not knowingly distort or misrepresent facts concerning educational issues.
- Shall distinguish between personal views and the views of the employing educational agency.
- Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
- Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.
- Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

TO EDUCATION PROFESSION

- Shall exemplify behaviors which maintain the dignity and integrity of the profession.
- Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
- Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.
- Shall not use coercive means or give special treatment in order to influence professional decisions.
- Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
- Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualification or those of other professionals.

APPENDIX B

Information Sheet For Evaluators Recommending Termination of Employee

The following questions are formulated to assist you in making the recommendation to terminate an employee.

1. Have you followed the district performance evaluation procedures?
2. Has each performance criterion been reviewed with the employee?
3. What specific concerns have you observed?
4. Have your concerns been discussed with the employee?
5. Do you have documentation of both oral and written discussions of the problem and a corrective action plan for improvement?
6. Has all documented evaluation and professional growth data been shared with the employee?
7. What have you done to help this employee improve?
8. Have you discussed further action if failure to comply?
9. Are you this thorough with all employees?
10. Have you established JUST CAUSE for this termination?
11. Are you sure you have followed all district and state procedures?
12. Have you outlined the rights of the individual and prepared to present them to the employee during the summative conference?
13. HAVE YOU KEPT YOUR CENTRAL OFFICE APPRISED OF THE SITUATION AND INTENTION TO RECOMMEND TERMINATION?

APPENDIX C

156.557 Standards for improving performance of certified school personnel - Criteria for evaluation -- Content of programs -- Administrative regulations -- Waiver for alternative plan -- Appeals -- Exemptions -- Review of evaluation systems -- Assistance to improve evaluation systems.

(1) The Kentucky Board of Education shall establish statewide standards for evaluation and support for improving the performance of all certified school personnel.

(2) The performance criteria on which teachers and administrators shall be evaluated shall include, but not be limited to:

- (a) Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;
- (b) Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research-based instructional practices, or school management skills based on validated managerial practices;
- (c) Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;
- (d) Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;
- (e) Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;
- (f) Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;
- (g) Demonstration of the effective use of resources, including technology;
- (h) Demonstration of professional growth;
- (i) Adherence to the professional code of ethics; and
- (j) Attainment of the teacher standards or the administrator standards as established by the Education

Professional Standards Board that are not referenced in paragraphs (a) to (i) of this subsection.

(3) The certified employee evaluation programs shall contain the following provisions:

- (a) Each certified school employee, including the superintendent, shall be evaluated by a system developed by the local school district and approved by the Kentucky Department of Education.
- (b) The local evaluation system shall include formative evaluation and summative evaluation.
 - 1. "Formative evaluation" means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.
 - 2. "Summative evaluation" means the summary of, and conclusions from, the evaluation data, including formative evaluation data, that:
 - a. Occur at the end of an evaluation cycle; and
 - b. Include a conference between the evaluator and the evaluated certified employee, and a written evaluation report.
- (c) The Kentucky Board of Education shall adopt administrative regulations incorporating written guidelines for a local school district to follow in developing, implementing, and revising the evaluation system and shall require the following:
 - 1. All evaluations of certified employees below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators;
 - 2. The immediate supervisor of the certified school employee shall be designated as the primary

evaluator. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers;

3. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee;

4. Evaluators shall be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school employees and in the use of the school district evaluation system;

5. The evaluation system shall include a plan whereby the person evaluated is given assistance for professional growth as a teacher or administrator. The system shall also specify the processes to be used when corrective actions are necessary in relation to the performance of one's assignment; and

6. The training requirement for evaluators contained in subparagraph 4. of this paragraph shall not apply to district board of education members.

(4) A local district may request from the Kentucky Department of Education a waiver from the guidelines and administrative regulations promulgated by the Kentucky Board of Education as required in subsection (3)(c) of this section in order to implement an alternative evaluation plan for employees on continuing contracts. The department shall grant a waiver if the alternative plan provides for a three (3) phase certified employee evaluation plan that includes:

(a) Phase One: Evaluation for Professional Growth.

1. Evaluation is based on a wide array of relevant sources and directed toward general and specific recommendations for improvement; and

2. Evaluation does not include documentation that might adversely affect employment status.

(b) Phase Two: Transition.

1. Evaluation is for the purpose of intensive scrutiny of job performance;

2. Evaluation includes documentation that may lead to adverse employment decisions;

3. Assistance and support for improvement shall be provided by the school district; and

4. Placement of an individual in the transition phase shall not be subject to appeal, but the employee shall be notified of the decision in writing.

(c) Phase Three: Evaluation for Deficiency.

1. Notwithstanding KRS 161.760, written notice of potential termination, reduction of direct classroom responsibility, or other adverse actions and conditions for job retention are given the employee;

2. A clear time frame for proposed actions is provided the employee; and

3. The summative evaluation is subject to appeal.

An alternative plan for the evaluation of certified personnel shall be proposed to the Kentucky Department of Education if the local district evaluation committee is in support of the plan. Training necessary to implement the alternative plan shall be provided to the principals, supervisory personnel, and the employees to be evaluated. The local district shall provide support to implement the plan. The department shall provide technical assistance to districts wishing to develop alternative evaluation plans.

(5) The Kentucky Board of Education shall establish an appeals procedure for certified school employees who believe that the local school district failed to properly implement the approved evaluation system. The appeals procedure shall not involve requests from individual certified school employees for review of the judgmental conclusions of their personnel evaluations.

(6) The local board of education shall establish an evaluation appeals panel for certified personnel that shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. In districts that have adopted an alternative evaluation plan under subsection (4) of this section, the appeal shall only apply to the

summative evaluation of Phase Three.

(7) Local school districts with an enrollment of sixty-five thousand (65,000) or more students shall have an evaluation system but shall be exempt from procedures or processes described in this section as long as the plan meets the standards established by the Kentucky Board of Education for local school district evaluation systems. The local plan shall include an appeals process for employees who believe they were not fairly evaluated.

(8) Between July 15, 2000, and June 30, 2001, each school district shall review its local evaluation system to assure that the system is working effectively and to make changes to improve its system.

(9) Beginning with the 2001-2002 school year, and in subsequent years, the Kentucky Department of Education shall annually provide for on-site visits by trained personnel to a minimum of fifteen (15) school districts to review and ensure appropriate implementation of the evaluation system by the local school district. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of their evaluation systems. The department may implement the requirement in this subsection in conjunction with other requirements, including, but not limited to, the scholastic audit process required by KRS 158.6455.

Effective: July 14, 2000

History: Created 2000 Ky. Acts ch. 527, sec. 4, effective July 14, 2000.

APPENDIX D

EDUCATION, ARTS, AND HUMANITIES CABINET

Kentucky Board of Education

Department of Education

(Amendment)

704 KAR 3:345. Evaluation guidelines.

RELATES TO: KRS 156.557

STATUTORY AUTHORITY: KRS 156.070, 156.557(3)(c)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.557(3)(c) requires the Kentucky Board of Education to develop written guidelines for local school districts to follow in developing and implementing an evaluation system for certified employees. This administrative regulation establishes the requirements for the evaluation programs and policies of local school districts.

Section 1. Definitions. (1) "Administrator" means a certified staff person who devotes the majority of his employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20.

(2) "Conference" means a meeting involving the evaluator and the certified employee being evaluated for the purposes of providing feedback from the evaluator, analyzing the results of an observation or observations and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.

(3) "Evaluation" means:

(a) The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, and based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance; and

(b) The establishment and monitoring of a professional growth plan.

(4) "Formative evaluation" is defined by KRS 156.557(3)(b)1.

(5) "Indicators" means measurable or observable behaviors and outcomes that demonstrate performance criteria.

(6) "Job category" means a group or class of positions with closely related functions (e.g., principal, coordinator, director).

(7) "Observation" means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.

(8) "Other support staff" means certified staff other than teacher or administrator.

(9) "Performance criteria" means performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan.

(10) "Position" means a professional role in the school district (e.g., teacher, secondary principal, supervisor of instruction).

(11) "Professional growth plan" means an individualized plan that includes:

(a) Goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator;

(b) Objectives, a plan for achieving the objectives, and a method for evaluating success; and

(c) Alignment with the specific goals and objectives of the school improvement plan or the district improvement plan; and

(d) Identification of school and district resources within available funds to accomplish the goals.

(12) "Standards of performance" means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.

(13) "Summative evaluation" is defined by KRS 156.557(3)(b)2.

(14) "Teacher" means a certified staff person who directly instructs students.

Section 2. Each local school district shall have an evaluation plan and procedures approved by the Kentucky Department of Education. Approval of the plan and procedures shall be for the purpose of certification as to the compliance of each specific school district's evaluation plan with the guidelines established in this administrative regulation.

Section 3. The local school district shall have a written policy for the evaluation of all certified employees consistent with KRS 156.557.

Section 4. (1) An evaluation committee consisting of equal numbers of teachers and administrators shall develop evaluation procedures and forms for certified positions below the level of the district superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education. The evaluation procedures and forms shall be designed to foster professional growth and to support individual personnel decisions.

(2) The procedures shall provide for both formative evaluation and summative evaluation and shall include the following elements:

(a) The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the

third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

(b) The monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The local district may determine the length and frequency and nature of observations conducted by an evaluator.

(c) The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.

(d) The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.

(e) Evaluation shall include a formative evaluation conference between the evaluator and the person evaluated within one (1) work week following each observation. In addition, the summative evaluation conference shall be held at the end of the evaluation cycle and include all evaluation data.

(f) Evaluation with multiple observations shall occur annually for each nontenured certified employee. The formative data collected during the beginning teacher internship period may be utilized in summative evaluation of the intern.

(g) Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory.

(h) Summative evaluation shall occur a minimum of once every three (3) year period for each tenured teacher.

(i) Summative evaluation shall occur annually for an administrator.

(j) The evaluation of a certified employee below the level of the district superintendent shall be in writing on an evaluation form developed pursuant to subsection (1) of this section and become a part of the official personnel record.

(k) The observations shall include documentation of information to be used in determining the performance of the evaluatee.

(l) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.

(m) A copy of the evaluation shall be provided to the evaluatee.

Section 5. (1) The evaluation form shall include a list of performance criteria characteristic of effective teaching or administrative practices. Under each criterion, specific descriptors or indicators that can be measured or observed and recorded shall be listed. Additionally, standards of performance shall be

established for each criterion. The performance criteria shall include those that apply to the employee being evaluated and that are identified within KRS 156.557(2).

(2) The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.

(3) An evaluation form or instrument shall be specific for each position or job category. Other forms for observation and pre- and post conferences may be used at the discretion of the local district.

Section 6. (1) The primary evaluator, with the exception of a district board of education member, shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education.

(2) Training shall:

(a) Include skill development in the use of the local evaluation process. Each local district shall conduct this training;

(b) Include skill development in the identification of effective teaching and management practices, effective observation and conferencing techniques, establishing and assisting with a certified employee professional growth plan, and summative evaluation techniques relative to the academic expectations in 703 KAR 4:060. This training shall be conducted by a provider who has been approved by the Kentucky Department of Education as a trainer for the Instructional Leadership Improvement Program;

(c) Be provided by the Kentucky Department of Education for all new administrators who are designated as evaluators. Other administrators who have not received training in the skill areas listed in paragraph (b) of this subsection may participate also; and

(d) Be approved as a part of the evaluation plan and procedures submitted to the Kentucky Department of Education.

(3) Testing shall:

(a) Include a cognitive test of research-based and professionally accepted teaching and management practices and effective evaluation techniques listed in subsection (2)(b) of this section; and

(b) Be conducted by the Kentucky Department of Education or an individual or agency approved by the Kentucky Department of Education.

(4) Initial approval as an evaluator shall be issued by the Kentucky Department of Education upon completion of the required evaluation training program and successful completion of testing.

(5)(a) Continued approval as an evaluator shall be contingent upon the completion of a minimum of twelve (12) hours of evaluation training every two (2) years.

(b) This training shall be in any one, or a combination, of the following skill areas:

1. Use of the local evaluation process;
2. Identification of effective teaching and management practices;
3. Effective observation and conferencing techniques;
4. Establishing and assisting with certified employee professional growth plans;
5. Summative evaluation techniques; or
6. Completion of training or update training in the Kentucky Teacher Internship Program in 704 KAR 20:690 or Kentucky Principal Internship Program in 704 KAR 20:470 not to exceed six (6) hours per two (2) year cycle.

(6) Each local district shall designate a contact person responsible for monitoring evaluation training and implementing the evaluation plan.

Section 7. For an appeal to the local evaluation appeals panel, each local evaluation plan shall provide for the following:

- (1) Right to a hearing as to every appeal;
- (2) Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and
- (3) Right to presence of evaluatee's chosen representative.

Section 8. (1) The local board of education shall review as needed the evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation.

(2) If a substantive change is made to the evaluation plan, the local board of education shall utilize the evaluation committee, as provided for in Section 4(1) of this administrative regulation, in formulating the revision.

(3) Examples of substantive change shall include a change in:

- (a) Cycle;
- (b) Observation frequency;
- (c) A form; or
- (d) An appeal procedure.

(4) A revision to the plan shall be reviewed and approved by the local board of education and submitted to the Kentucky Department of Education for approval.

Section 9. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

APPENDIX E

156.111 Superintendents Training Program and Assessment Center – Assessment of superintendents required – Examination.

(1) Prior to July 1, 1992, the Department of Education shall establish a Superintendents Training Program and Assessment Center. The assessment center shall be modeled after the American Association of School Administrators assessment process or a similar validated process. The department may provide assessment centers regionally and shall provide for assessor training. The center shall include, but not be limited to, training for superintendents in the following subjects:

- (a) Core concepts of management;
- (b) School-based decision making;
- (c) Kentucky school law;
- (d) Kentucky school finance; and
- (e) School curriculum and assessment.

(2) At the conclusion of the training, each participant shall complete a written comprehensive examination based on the content of the training.

(3) In addition to any applicable certification and experience requirements, to be qualified and eligible for continued employment as a school superintendent, effective July 1, 1994, the school superintendent shall have successfully completed the assessment center process. A person hired for the first time as superintendent in Kentucky after June 30, 1994, shall successfully complete the assessment center process within one (1) year of assuming his duties as superintendent.

(4) The Kentucky Board of Education shall adopt administrative regulations to govern the training content, number of hours, written examination, and criteria for successful completion of the training and assessment center process. The board shall also establish the continuing professional development requirements for school superintendents, to be effective July 1, 1994.

Effective: July 15, 1996

History: Amended 1996 Ky. Acts ch. 362, sec 6, effective July 15, 1996. – Amended 1994 Ky. Acts ch. 14, sec 1, effective February 17, 1994. – Created 1990 Ky. Acts ch. 476, Pt. II, sec. 46, effective July 13, 1990.

APPENDIX F

704 KAR 3:406. Superintendent training program and assessment process.

RELATES TO: KRS 156.111, 160.350

STATUTORY AUTHORITY: KRS 156.111

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.111 mandates that the Kentucky Department of Education establish a superintendent training program and assessment center and that the State Board for Elementary and Secondary Education adopt administrative regulations to govern the training content, number of hours, written examination, and criteria for successful completion of the training and assessment center process. This administrative regulation implements the superintendent training program and assessment center process.

Section 1. Definitions. (1) "Assessee" means an individual who undergoes the assessment process.

(2) "Assessment center candidate" means a superintendent or applicant for a superintendent position who has been recommended by a local board of education or the Kentucky Department of Education to undergo assessment.

(3) "Assessor" means a trained observer who records and analyzes assessee performance during an assessment.

(4) "Assessor training" means training in which participants are taught how to observe and record behaviors displayed by assessment center candidates and are taught to write objective and comprehensive reports.

(5) "Comprehensive superintendent examination" means a written comprehensive examination over the following subjects:

- (a) Core concepts of management;
- (b) School-based decision making;
- (c) Kentucky school law;
- (d) Kentucky school finance;
- (e) School curriculum and assessment.

(6) "Final assessment report" means a written report providing the overall performance ratings as well as the performance rating for each skill, and shall include suggestions for improvement and growth, and signatures of all persons involved in the assessment process.

(7) "Mastery level on the Kentucky Superintendent Comprehensive Examination" means a required level of performance on each of the five (5) components of the Kentucky Superintendent Comprehensive Examination to be determined by an advisory committee to the Kentucky Department

of Education based on technical reports secured from field test data obtained during the 1992-93 school year.

(8) "Screening committee" means the local superintendent search screening committee required by KRS 160.352.

(9) "Superintendent assessment and training and testing process" means a comprehensive assessment process and training program including assessment of personal administrative skills, training modules in identified skill dimensions and selected concepts related to the position of school superintendent, and a comprehensive examination. Assessment and training are more specifically defined as follows:

(a) "Assessment process" means a Kentucky Department of Education psychometric procedure emphasizing multiple individual and group simulations representative of the superintendent position which will yield extensive feedback of each assessee's strengths and behaviors in skill dimensions validated as essential for effective performance. The assessment process is used to develop a personal skills profile on candidates seeking employment or employed in superintendent positions.

(b) "Training program" means a series of training modules designed for the purpose of improving individual skills of superintendent candidates or providing knowledge in the following subjects:

1. Core concepts of management, up to eighteen (18) hours;
2. School-based decision making, up to nine (9) hours;
3. Kentucky school law, up to nine (9) hours;
4. Kentucky school finance, up to twelve (12) hours;
5. School curriculum and assessment, up to twenty-four (24) hours.

(10) "Written assessment report" means a report which provides each assessee with a profile of strengths and behaviors and suggestions to help improve the assessee's skills.

(11) "Written testing report" means a report which provides each assessee with certification of successful completion of each component of the comprehensive superintendent examination.

Section 2. (1) The Superintendent Training and Assessment Center shall be responsible for the assessment of superintendents and superintendent applicants, provide assessor training, provide training using Kentucky Department of Education approved modules, and serve as the site for the administration of the comprehensive superintendent examination.

(2)(a) The center staff shall coordinate assessments and trainings, maintain all records, make provisions for the necessary reporting of training and assessment status as to all superintendents, and report the status of all superintendent candidates to the chairperson of the local board of education.

(b) The report shall:

1. Be sent at the conclusion of participation in the training, testing, and assessment process;

2. Include a copy to the participating superintendent;

3. Specify whether the participating superintendent successfully completed the training, testing, and assessment process.

(c) A report shall be made to the assessee, the Office of Teacher Education and Certification, and the local board of education chairperson on any person serving in the position of superintendent, who does not complete the assessment and successfully complete the comprehensive superintendent examination within the applicable deadlines set forth in KRS 156.111 and 160.350.

Section 3. (1) The following requirements shall apply to a person hired for the first time as a superintendent in Kentucky after July 1, 1992 and before July 1, 1994:

(a) Superintendents who complete the assessment phase and demonstrate mastery on the Kentucky Superintendent Comprehensive Exam shall be certified as having met the requirements of KRS 156.111.

(b) A superintendent who does not demonstrate mastery on any one (1) of the components of the Kentucky Superintendent Comprehensive Exam shall be eligible to participate in a second training of the appropriate module(s) of the training program prior to retaking the comprehensive examination or shall retake the comprehensive examination on the next scheduled date of the examination.

(2) Persons employed as superintendent in Kentucky prior to July 1, 1992, may elect to not participate in any, or all, of the modules of the training phase and take the appropriate components of the comprehensive examination.

(a) Superintendents who complete the assessment phase and demonstrate mastery on the Kentucky Superintendent Comprehensive Exam shall be certified as having met the requirements of KRS 156.111.

(b) Superintendents who do not demonstrate mastery on the Kentucky Superintendent Comprehensive Exam shall be eligible to participate in further training in corresponding module(s) as a requirement for eligibility to repeating the comprehensive examination.

(3) A person hired for the first time as a superintendent in Kentucky after June 30, 1994, shall have one (1) year from the time of employment to successfully complete the assessment and training and testing program described in subsection (1)(a) and (b) of this section.

Section 4. (1) The Superintendent Training and Assessment Center director shall allocate training and assessment center slots, considering factors to assure diversity and equal access. Local school districts with actual or imminent superintendent vacancies shall be given priority in the assignment of training and assessment center slots.

(2) Each assessee, upon completion of the superintendent assessment center process, shall receive a final assessment report. Superintendents and superintendent candidates shall complete the requirements for training and assessment and achieve the designated mastery level on each of the modules of the Kentucky Superintendent Comprehensive Examination to successfully complete the training and testing and assessment.

(3) Upon completion of the assessment and successful completion of testing by superintendent candidates, the Superintendent Training and Assessment Center staff shall provide the Office of Teacher Education and Certification and the chairperson of the appropriate local board of education a written report confirming completion of the assessment and successful completion of testing.

(4) Persons desiring to be assessed as superintendent, but who are not employed as a superintendent or are not candidates for superintendency at the time, may have requests granted by the Superintendent Training and Assessment Center director at the candidate's expense.

(5) Prior to assessment, an assessment center candidate shall be required to sign an oath which pledges nondisclosure of the assessment center process and materials.

Section 5. (1) The Superintendent Training and Assessment Center staff shall maintain all assessment center reports.

(2) The security of training and testing and assessment data shall be maintained by the Superintendent Training and Assessment Center staff. Each written report shall be the property of the Kentucky Department of Education. Individual profile reports shall be disseminated by the Superintendent Training and Assessment Center staff only after written authorization has been given by the assessee.

(3) All complete written training and assessment center reports shall be retained in confidential Superintendent Training and Assessment Center files. Working documents used by the assessment or training team to formulate each report shall be discarded after three (3) years.

Section 6. The Kentucky Department of Education may pay a stipend for each assessment performed by an assessor and for services necessary to conduct training and testing as needed.

Section 7. Complaints regarding failure to comply with statutory and regulatory provisions of the Superintendent Training and Assessment Program shall be directed to and evaluated by the Kentucky Department of Education.

Section 8. (1) Continuing education for superintendents shall include:

(a) Participation in forty-two (42) hours of Kentucky Department of Education approved training over twenty-four (24) months; or

(b) Completion of an annual individual personal growth training plan of at least twenty-one (21) hours.

(2) Completion of continuing education of the superintendent shall be reported to the Kentucky Department of Education. The Kentucky Department of Education shall annually notify the local board of education chairperson of the status of the school district's superintendent's continuing education.

(3) Failure to comply with the requirements of this administrative regulation shall result in referral of the matter to the Education Professional Standards Board for consideration of revocation of the superintendent certificate. (20 Ky.R. 3384; Am. 21 Ky.R. 346; eff. 8-4-94.)

APPENDIX G

16 KAR 7:010. Kentucky Teacher Internship Program.

RELATES TO: KRS 161.028, 161.030, 161.048

STATUTORY AUTHORITY: KRS 161.028(1)(a), 161.030

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.030(5) requires that all new teachers and out-of-state teachers with less than two (2) years of successful teaching experience who are seeking initial certification in Kentucky shall serve a one (1) year internship. This administrative regulation establishes the requirements for the Kentucky Teacher Internship Program.

Section 1. Definitions. (1) "Half-time basis" means teaching five (5) days a week for at least three (3) hours each day.

(2) "Instructional day" means a day that:

(a) School is in session;

(b) The teacher intern is performing regular teaching responsibilities in an instructional setting, or is completing professional development;

(c) Does not include annual leave, sick leave, or other authorized or unauthorized leave time.

Section 2. Basis for Professional Judgment by the Teacher Intern Committee. (1) A teacher intern and the beginning teacher committee shall follow the requirements established in this administrative regulation and in "Guiding and Assessing Teacher Effectiveness: A Handbook for Kentucky Teacher Internship Program Participants".

(2) In arriving at its professional judgment, the beginning teacher committee shall take into consideration the progress of the teacher intern throughout the school year and, particularly, the level of performance that has been achieved near the end of the intern period. The beginning teacher committee shall determine the progress and improvement of the teacher intern, pursuant to KRS 161.030, by:

(a) A systematic observation of classroom performance;

(b) A review of portfolio materials that shall be developed by the teacher intern; and

(c) A review of the response of the teacher intern to the suggestions and recommendations made by the beginning teacher committee during its meetings with the teacher intern throughout the period of internship.

(3) As a significant part of the process, the beginning teacher committee shall utilize the New Teacher Standards for Preparation and Certification established by the Education Professional Standards Board in 704 KAR 20:730.

Section 3. Committee Membership Appointment. (1) School districts shall recruit a pool of resource teachers to complete the Kentucky Teacher Internship Program training in order to establish eligibility for appointment to teacher intern committees.

(2) Principal members and resource teachers shall be recommended by the employing school district for appointments by the Education Professional Standards Board to teacher intern committees.

(3) If the internship is established at a nationally or regionally accredited nonpublic school in which a certified principal is not employed, the guidelines of the accrediting organization for designating the school head or school leader shall be used by the employing school in making the recommendation for appointment of the principal member. If no guidelines exist, a written rationale for appointment of the person to serve as the principal member shall be sent to the Education Professional Standards Board for approval.

(4) The Education Professional Standards Board shall consult with representatives of the teacher training institutions with respect to the school districts and the geographical area to be served by teacher educator members on teacher intern committees.

Section 4. Requirements for Time in the Internship and Classroom Assignment. (1) The one (1) year internship shall be completed during one (1) of the following:

(a) No less than 140 instructional days of employment in a certified position for which the teacher intern receives compensation during one (1) school year; or

(b) Two (2) semesters of no less than seventy (70) instructional days each of employment in a certified position for which the teacher intern receives compensation in more than one (1) school year.

(2) The internship shall be established for each teacher intern whose initial employment begins at any time during the school term except if the date of employment does not allow for completion of at least seventy (70) instructional days of employment during the school year. If the period of employment is less than seventy (70) instructional days in a school year, the local school district shall declare an emergency as provided in KRS 161.100, authorizing the superintendent to request an emergency teaching certificate. The employing school district shall be responsible for providing assistance and supervision to the new teacher during the period of employment under an emergency certificate.

(3)(a) The school district shall complete and submit the confirmation of employment form for each teacher intern to the Education Professional Standards Board:

1. On or before October 15 for a teacher intern participating in the internship for the fall semester; or
2. On or before March 15 for a teacher intern participating in the internship for the spring semester.

(b) If the district fails to report verification of enrollment in the internship by the applicable date established in paragraph (a) of this subsection, the district shall declare an emergency as provided in KRS 161.100, and the teacher intern shall enroll in the internship in the next semester of employment when seventy (70) instructional days are available.

(4) A teacher intern may participate in the internship if he is teaching on at least a half-time basis. A school district offering employment to a new teacher for part-time services which do not conform to the definition of half-time basis shall request a waiver from the Education Professional Standards Board for the new teacher to participate in the Kentucky Teacher Internship Program. The waiver request shall detail how the part-time employment offered by the district is commensurate with the half-time basis requirement of this administrative regulation.

(5) Termination or resignation of the internship shall be prohibited unless a written request of the action is approved by the Education Professional Standards Board. A teacher intern who terminates or resigns the internship without the approval of the Education Professional Standards Board shall be recorded as unsuccessfully completing the internship for that school year.

(6) The internship shall be established in a classroom which corresponds to the certificate of the teacher intern.

Section 5. Designation and Duties of Chair, Responsibilities of Resource Teacher, Responsibilities of Teacher Intern, and Requirements for Timing and Content of Intern Committee Meetings. (1) The principal member of the three (3) person intern committee shall serve as chair and shall be responsible for convening the committee and coordinating its efforts by scheduling observations and committee meetings. The chair shall be responsible for collecting and filing reports of the intern committee as required by this administrative regulation.

(2) The resource teacher shall be a mentor to the teacher intern and assess the teacher intern's progress in the internship. Pursuant to the resource teacher requirements established in KRS 161.030(7), a resource teacher shall complete fifty (50) additional hours of out-of-class time identified in KRS 161.030 in consultation with the intern to:

(a) Assist the teacher intern in the development of his professional growth plan;

(b) Assist the teacher intern in areas identified in the professional growth plan;

(c) Assist the teacher intern with instructional activities such as planning, management techniques, assessment, and parent conferences;

(d) Arrange activities such as attendance at seminars, conferences, or lectures offering educational assistance commensurate with the teacher intern's professional growth plan or the New Teacher Standards. The resource teacher shall not spend this required consultation time with the teacher intern at regular school extracurricular activities, unless these activities are part of the teacher intern's teaching responsibilities and the resource teacher relates the time spent to the teacher intern's professional growth plan or the New Teacher Standards; and

(e) Continually assess the intern's progress in the internship in relation to each of the New Teacher Standards.

(3) The teacher intern shall:

(a) Complete all requirements of the Kentucky Teacher Internship Program as established in KRS 161.030 and this administrative regulation, including compliance with the New Teacher Standards;

(b) Attend all intern committee meetings;

(c) Participate with the resource teacher in the fifty (50) hours of consultation time to be spent outside of an instructional setting;

(d) Cooperate with the resource teacher in completing the twenty (20) hours of instructional observation; and

(e) Complete a professional growth plan (PGP).

(4) The chair shall establish a schedule that provides the following sequence of meetings of the beginning teacher committee for full-year assignments.

- (a) The orientation meeting shall be held prior to the conduct of any formal classroom observations of the teacher intern;
- (b) The second meeting shall be held between one (1) and sixty (60) instructional days following the orientation meeting and shall have been preceded by classroom observations by all committee members;
- (c) The third meeting shall be held between sixty-one (61) and 110 instructional days following the orientation meeting and shall have been preceded by a second set of classroom observations by all committee members; and
- (d) The fourth meeting shall be held between 111 and 140 instructional days following the orientation meeting and shall have been preceded by a third set of classroom observations by all committee members.
- (5) The resource teacher, upon appointment, shall begin to render assistance to the intern.
- (6) Committees formed during the spring semester shall establish a meeting schedule that observes the time sequences established in subsection (4) of this section for the full-year teacher interns but which shall span the spring and fall semesters of two (2) school years.
- (7)(a) Classroom observations conducted by committee members shall be:
 - 1. Of at least one (1) hour or one (1) class period in duration; and
 - 2. In the classroom or at the work station of the teacher intern.
- (b) Additional classroom observations may be conducted at the option of the committee.
- (c) All classroom observations shall be scheduled in advance in order to provide adequate time for preparation by the teacher intern.
- (8) All members of the committee shall attend all four (4) meetings of the committee.
- (9) At the orientation meeting of the beginning teacher committee, the following items shall be addressed:
 - (a) Expectations on the part of the teacher intern and each committee member;
 - (b) Procedures and materials for classroom observations;
 - (c) Use of classroom observation data in designing the teacher intern's professional growth plan;
 - (d) Requirements for the intern portfolio;
 - (e) General schedule for the events to take place during the internship program; and
 - (f) Work of the resource teacher with the teacher intern.
- (10)(a) The primary purpose of the second and third committee meetings shall be to provide the teacher intern with information based on classroom observations, review of the portfolio, and reports of the resource teacher that shall support the growth of the teacher intern.

(b) The committee shall provide the teacher intern at the second, third, and fourth meetings with a consensus assessment of the teacher intern's progress in the internship in a relation to each of the New Teacher Standards.

(11) The professional growth plan (PGP) shall be initiated at the second committee meeting.

(12) The third meeting shall include a review of expectations for the performance of the teacher intern, taking into account the reflections of the intern and the committee members, and incorporating these expectations and reflections into the PGP.

(13) The fourth meeting shall include a professional judgment by the committee members on the satisfactory completion of the one (1) year internship. This judgment shall be based upon the teacher intern's ability to meet the requirements of all New Teacher Standards.

Section 6. Decision by the Beginning Teacher Committee, Reporting, and Certification Actions. (1) The decision of the beginning teacher committee as to satisfactory completion of the internship for all full-year interns shall be reported by the chair to the local school superintendent or other employer and to the Education Professional Standards Board by May 1 or no later than two (2) weeks following the final committee meeting, whichever occurs first. The final report shall be accompanied by the resource teacher time sheets.

(2) If a teacher intern's performance is judged by the intern committee to be unsatisfactory, the intern shall have the opportunity to repeat the internship during one (1) additional year contingent upon employment within the period of validity of the statement of eligibility for internship. If the teacher does not successfully complete the internship during the period of validity of the statement of eligibility, the teacher shall requalify for admission to the remaining one (1) year of internship by meeting the requirements in effect at the time of reapplication for certification.

(3) If the teacher intern is initially employed during the second semester of a school year, an interim report based upon the orientation meeting and at least one (1) set of classroom observations and report of subsequent committee meeting shall be sent by the committee chairperson to the local school superintendent or other employer and to the Education Professional Standards Board no later than May 15. The teacher intern may continue the internship with employment for a semester during a subsequent school year if employed in a public or nonpublic accredited school.

Section 7. Payments to Committee Members. (1) Within the provisions of the budgetary act, the Education Professional Standards Board shall contract with the local school district, or make other appropriate arrangements, for:

(a) The direct service of a resource teacher to each teacher intern;

(b) Participation in classroom observations and committee meetings; and

(c) The employment of substitute teachers to provide at least twenty (20) clock hours of released time for the resource teacher to observe and assist the teacher intern during normal working hours.

(2) A resource teacher shall:

(a) Not work with more than one (1) intern concurrently; and

(b) Be paid a stipend in accordance with subsection (3) of this section.

(3)(a) Except as provided by paragraphs (b) and (c) of this subsection, in accordance with the 2000-2002 Final Budget Memorandum, Volume II, Page 290, the stipend shall be:

1. \$1,400 for a year of service; and
2. Disbursed in accordance with KRS 161.030(6)(f) on a biannual basis corresponding to the semester in which the mentoring occurred.

(b) If the school or school district where the internship takes place fails to submit the time sheets by the date stipulated in Section 6(1) of this administrative regulation, the Education Professional Standards Board shall refuse payment of the stipend.

(c) The stipend shall be prorated if the required number of hours are not performed and documented in legitimate and appropriate pursuit of successful completion of the internship pursuant to the requirements of Section 5(2) of this administrative regulation.

Section 8. Appeals. (1)(a) Appeals by teacher interns shall be reviewed by a committee of four (4) persons. The appeals committee shall include:

1. One (1) teacher;
2. One (1) principal;
3. One (1) teacher educator; and
4. The Executive Director of the Education Professional Standards Board, or his or her designee.

(b) The committee members shall be chosen from a pool of committee candidates appointed annually by the Education Professional Standards Board.

(c) An appeals committee member shall not take part in a decision in which the member has an interest or is biased.

(2)(a) The teacher intern shall file the appeal within thirty (30) calendar days of written notice of failure of the internship.

(b) Upon receipt of the appeal, the Education Professional Standards Board shall send a copy to the members of the beginning teacher committee. Each member may file a written response within fifteen (15) days of receipt.

(3)(a) The appeals committee shall review the written appeal by the teacher intern, all beginning teacher committee reports, any additional documentation that accompanied the final report, and any written responses from the members of the beginning teacher committee.

(b) The appeals committee shall base its recommendation upon the following requirements:

1. Evidence of the teacher intern's ability to meet the requirements of the New Teacher Standards;
2. Appropriate documentation of at least twenty (20) hours in the instructional setting and fifty (50) hours

outside normal working hours spent by the resource teacher in assisting the teacher intern;

3. Assignment of intern committee members in accordance with legal requirements;

4. Specified procedures for the timing, content, reporting, and signing of classroom observation forms, intern committee meeting forms, and time forms; and

5. Agreement between classroom observation reports, professional growth plans, intern committee meeting reports, and the final decision of the committee.

(4) The committee shall make a recommendation to the Education Professional Standards Board on the appeal within sixty (60) days following the receipt of the appeal, unless good cause exists for additional time. The Education Professional Standards Board shall issue a final decision in each appeal reviewed by the appeals committee. The Education Professional Standards Board may consider the appeals committee recommendation and the records reviewed by the appeals committee in issuing its decision.

(5) If the decision of the beginning teacher committee is not upheld, the Education Professional Standards Board shall issue the appropriate certificate to the teacher intern.

(6) If the decision of the beginning teacher committee is upheld, the Education Professional Standards Board shall issue another statement of eligibility for Internship, unless the teacher intern has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program or the period of validity of the statement of eligibility has expired.

(7) If the teacher intern is not satisfied with the decision of the board based on the recommendation of the appeals committee, the teacher intern may request a formal hearing under the provisions of KRS Chapter 13B.

Section 9. A teacher intern who has not successfully completed the internship and has exhausted the two (2) year provision for participation in the Kentucky Teacher Internship Program shall not be eligible for a Kentucky teaching certificate under this administrative regulation.

Section 10. Incorporation by Reference. (1) The following material is incorporated by reference:

(a) "Guiding and Assessing Teacher Effectiveness: A Handbook for Kentucky Teacher Internship Program Participants," June 2001 edition; and

(b) Statement of Eligibility/Confirmation of Employment form, reviewed June 1999.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Division of Educator Preparation and Internship, Education Professional Standards Board, 1024 Capital Center Drive, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m. (22 Ky.R. 1422; Am. 1602; eff. 3-7-96; 25 Ky.R. 129; eff. 9-3-98; 26 Ky.R. 1043; 1557; eff. 2-14-2000; 27 Ky.R. 3158; 28 Ky.R. 380; eff. 8-15-2001.)

APPENDIX H

16 KAR 7:020. Kentucky Principal Internship Program.

RELATES TO: KRS 161.020, 161.027, 161.028

STATUTORY AUTHORITY: KRS 161.027, 161.028

NECESSITY, FUNCTION, AND CONFORMITY: KRS requires a certificate of legal qualifications for each public school position for which a certificate is issued. KRS 161.027 requires that an applicant for certification as school principal with less than two (2) years of appropriate service complete a one (1) year principal internship program. This administrative regulation establishes the requirements for the Kentucky Principal Internship Program required by KRS 161.027.

Section 1. An applicant for principal certification requesting exemption from the Kentucky Principal Internship Program as allowed by KRS 161.027 shall submit to the Education Professional Standards Board proof of:

(1) A minimum to two (2) years successful experience serving as a certified principal in a Kentucky public school or a nonpublic school which meets the state performance standards as established in KRS 156.160 or which has been accredited by a regional or national accrediting agency. The two (2) years of experience shall have been within a period of ten (10) years prior to the most recent application for principal certification and shall be confirmed by the school official responsible for evaluating the applicant during the time of employment as a school principal; or

(2) A minimum of two (2) years of successful out of state experience serving as a state certified school principal.

Section 2. (1) An applicant shall be eligible to participate in the Kentucky Principal Internship Program established in this administrative regulation, if the applicant:

(a) Has successfully completed all prerequisites to certification specified by KRS 161.027 and KAR Title 16; and

(b) Has been issued either a statement of eligibility, a temporary provisional, or a temporary certificate by the Education Professional Standards Board.

(2) The principal internship specified by KRS 161.027 shall take place when a person holding either a valid statement of eligibility, temporary provisional, or temporary certificate is employed as a principal or full-time assistant principal in a public school or a nonpublic school which meets the state performance standards as established in KRS 156.160 or is accredited by a regional or national accrediting agency.

Section 3. (1) The purposes of the Kentucky Principal Internship Program shall be:

(a) To provide beginning principals with the opportunity for learning under the supervision of experienced educators; and

(b) To provide continuing certification upon the demonstration of the principal intern's ability to meet the administrator standards developed by the Interstate School Leadership Licensure Consortium (ISSLC) established in Section 4(1) of this administrative regulation.

(2) These purposes shall be accomplished through the Kentucky principal internship committee which shall be assigned to supervise, assist, and assess the principal intern.

Section 4. (1) The administrator standards used in the assessment of the principal intern shall be as follows:

(a) A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;

(b) A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

(c) A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;

(d) A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests, and needs, and mobilizing community resources;

(e) A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner; and

(f) A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

(2) The intern shall demonstrate to the principal internship committee the ability to meet the administrator standards through observations of performance and the preparation of a portfolio.

(3) The required entries in the portfolio shall be documentation which illustrates each of the administrator standards and the Kentucky Principal Internship Program professional growth targets.

Section 5. (1) Members of the principal internship committee shall include a principal mentor, employing school district superintendent or designee, and an administrator educator.

(2) The principal mentor shall be selected by the superintendent of the school district employing the principal intern.

(3) An individual selected to serve as a principal mentor shall have a minimum of three (3) years of experience serving as a principal while holding a valid Professional Certificate for Instructional Leadership-School Principal. The three (3) years of principal experience shall have been within five

(5) years of appointment to the principal internship committee. Preference in selection shall be given to the following criteria in the order stated:

- (a) A currently-employed principal within the intern's school;
- (b) A currently-employed principal within the employing school district;
- (c) A currently-employed principal in a nearby school district; or
- (d) A recently-retired principal;

(4) If the district is unable to identify a principal mentor in accordance with the hierarchy established in subsection (3) of this section, the district shall request that the Education Professional Standards Board staff assist in the identification of a principal mentor.

(5) Selection of a principal mentor from another school district shall be subject to the approval of the superintendent of the proposed principal mentor. An assistant principal shall not serve in this capacity.

(6) The superintendent of the employing local school district shall serve on the committee or shall appoint a designee who has had experience as a principal or assistant principal.

(7) An administrator educator, who is a faculty member in a state-approved administrator training program at an institution of higher education, shall be appointed by the Education Professional Standards Board in consultation with the employing institution of higher education. Preference in selection shall be given to an administrator educator who has had experience as a principal or an assistant principal. If an administrator educator is not available, the Education Professional Standards Board staff shall identify a person who has had principal experience. Preference in selection shall be given in the following order:

- (a) A district level administrator with previous principal experience in the employing district;
- (b) A district level administrator with previous principal experience in a nearby school district; or
- (c) A recently retired principal with a minimum of three (3) years of experience as a principal within a period of five (5) years prior to appointment to the principal internship committee.

Section 6. (1) Each member of the principal intern committee shall successfully complete a training program approved by the Education Professional Standards Board in the supervision, assistance, and assessment of principal interns.

(2) Updated training shall be required for an intern committee member if the member has not assessed an intern within the previous two (2) years.

(3) The cost of travel expenses incurred by trainers during the training shall be reimbursed to the universities by the Education Professional Standards Board in accordance with 200 KAR 2:006.

(4) Training sessions shall be scheduled during the summer months if possible.

(5) Training for all individuals assigned to principal internship committees shall be scheduled through an institution of higher education.

Section 7. (1) The period of internship shall include no less than 140 contract days during the term of employment covered by the contract with the school district.

(2) If a principal intern is employed after the school year has commenced, the period of internship shall not be less than 140 contract days. If less than 140 contract days remain in the school year when the principal intern is hired, the period of internship shall continue into the following school year until a minimum of 140 contract days has been completed.

Section 8. (1) The school district employing a principal intern shall submit a Confirmation of Employment in hard copy or its electronic equivalent, if available, to the Education Professional Standards Board on or before July 15 of the employment year.

(2) If a principal intern is employed after July 15, the Confirmation Of Employment shall be submitted not later than twenty (20) calendar days following the principal intern's hire date.

(3) Upon receipt of the Confirmation of Employment, the Education Professional Standards Board shall appoint the administrator educator member to the principal internship committee.

Section 9. The superintendent of the employing school district shall provide an orientation meeting for each principal intern to clearly inform the intern of the requirements of the program. At that time, or as soon as possible thereafter, the principal intern shall be provided the names of the members of the principal internship committee.

Section 10. The employing school district shall provide the Education Professional Standards Board with the name, Social Security number, address, and telephone number for each principal mentor and superintendent or designee for each principal intern assigned within the district.

Section 11. (1) The superintendent of the local school district employing the principal intern shall schedule a meeting of the members of the principal internship committee to be held not later than fifteen (15) days following appointment of all committee members. At that time, the committee shall meet with the principal intern to clarify roles, procedures and expectations. The committee shall also select a chairperson who shall be responsible for scheduling all future visits and conferences and for the completion of required reports.

(2) The principal mentor shall spend a minimum of fifty (50) hours outside of scheduled school hours with the principal intern. The number of hours spent with the intern and the administrator standards and performance indicators addressed shall be reported to the principal internship committee at each committee meeting, and a final report of the total number of hours shall be made in writing by the committee to the superintendent of the local school district employing the principal intern. A copy of the committee's report confirming the number of hours spent by the principal mentor shall be submitted to the Education Professional Standards Board by the local school district in applying for reimbursement of funds as specified in Section 13(1) of this administrative regulation.

(3) Each committee member shall make a minimum of three (3) performance observations of the principal intern and conduct a review as described in subsection (4) of this section of the principal intern portfolio. Each observation shall be a minimum of three (3) hours in duration. Following each

sequence of performance observations and portfolio review, all committee members shall meet to discuss observed performance and the portfolio. A conference shall then be held with the principal intern by committee members to provide information on the skill level on each administrator standard demonstrated and suggestions for professional growth.

(4) The committee shall follow these guidelines for scheduling a sequence of observations, portfolio review, meetings, and conferences:

(a) There shall be a minimum of thirty (30) work days between each formal sequence.

(b) Except for an internship provided pursuant to Section 7(2) of this administrative regulation, the three (3) sequences shall be completed by May 15.

(5) The final meeting of the principal internship committee shall include a decision reached by a majority vote regarding completion of the internship.

Section 12. (1) In arriving at a professional judgment of the completion of the internship, the committee shall consider the progress of the principal intern throughout the entire internship, with particular emphasis on the progress demonstrated during the final months of the internship.

(2) At the completion of the internship experience, the chairperson shall report to the Education Professional Standards Board and to the superintendent of the employing local school district, if the superintendent is not a member of the committee, the committee's decision regarding the principal intern's completion of the internship.

(3) If a principal intern's performance is judged by the internship committee to be unsatisfactory, the principal intern shall have the opportunity to repeat the internship during one (1) additional year contingent upon employment within the period of validity of the statement of eligibility for internship. If the principal intern does not successfully complete the internship during the period of validity of the statement of eligibility, the principal intern shall requalify for admission to the remaining one (1) year of internship by meeting the requirements in effect at the time of reapplication for certification.

Section 13. (1) The Education Professional Standards Board shall reimburse the school district employing the principal intern for the payment to each principal mentor of mileage expenses in accordance with 200 KAR 2:006. Contingent upon funding, the Education Professional Standards Board shall provide an amount not to exceed \$1,400 to each principal mentor as compensation for out-of-school time spent with the principal intern.

(2) The Education Professional Standards Board shall contract with institutions of higher education to pay an amount of \$300 for each administrator educator contingent upon funding, and for mileage expenses in accordance with 200 KAR 2:006. Each institution shall make its own determination as to the frequency of disbursement of funds received from this program.

(3) If the administrator educator member of the committee does not represent an institution of higher education, the Education Professional Standards Board shall reimburse the appropriate agency or individual for mileage expenses in accordance with 200 KAR 2:006. Contingent upon funding, the Education Professional Standards Board shall provide for an amount not to exceed \$300.

(4) All costs for the superintendent or designee, except travel reimbursement to attend required training, shall be the responsibility of the local school district.

(5) A payment to a member of a principal internship committee for a secondary vocational principal intern shall be administered by the Education Professional Standards Board with reimbursement through the Department of Workforce Investment, Education Cabinet.

Section 14. Appeals. (1) If an intern is determined by the principal internship committee to have been unsuccessful, the intern may appeal to the Education Professional Standards Board within thirty (30) calendar days of the date of receipt of the notice of a finding of unsuccessful.

(2) The appeals committee shall include one (1) principal, one (1) superintendent or designee, one (1) administrator educator, and one (1) employee of the Education Professional Standards Board who shall serve as designee of the executive director.

(3) The committee members shall be chosen from a pool of committee candidates appointed annually by the Education Professional Standards Board.

(4) An appeals committee member shall not take part in a decision in which the member has an interest or is biased.

(5)(a) The principal intern shall file the appeal within thirty (30) calendar days of the date written notice of failure of the internship is received by the principal intern by certified mail return receipt requested. If the principal intern failed to maintain a current address with the Education Professional Standards Board or refuses to claim the certified mail, the principal intern shall file the appeal within thirty-five (35) days of the date the notice is mailed to the principal intern's last known residence.

(b) Upon receipt of the appeal, the Education Professional Standards Board shall send a copy to the members of the principal internship committee. Each member may file a written response within fifteen (15) days of receipt.

(6)(a) The appeals committee shall review the written appeal by the principal intern, all committee reports, any additional documentation that accompanied the final report, and any written responses from the members of the principal internship committee.

(b) The appeals committee shall base its recommendation upon the following requirements:

1. Evidence of the principal intern's ability to meet the requirements of the administrator standards;
2. Appropriate documentation of fifty (50) hours outside normal working hours spent by the principal mentor in assisting the principal intern;
3. Assignment of internship committee members in accordance with legal requirements;
4. Compliance with the requirements for the timing, content, reporting, and signing of principal performance records, meeting and observation forms, and principal mentor time sheets; and
5. Agreement between principal intern performance records, professional growth plans, principal mentor committee meeting reports, and the final decision of the committee.

(7) The appeals committee shall make a recommendation to the Education Professional Standards Board on the appeal within sixty (60) days following the receipt of the appeal, unless good cause exists for additional time. The Education Professional Standards Board shall issue a final decision in each appeal reviewed by the appeals committee. The Education Professional Standards Board may consider the appeals committee recommendation and the records reviewed by the appeals committee in issuing its decision.

(8) If the decision of the principal internship committee is not upheld, the Education Professional Standards Board shall issue the appropriate certificate to the principal intern.

(9) If the decision of the principal internship committee is upheld, the Education Professional Standards Board shall issue another Statement of Eligibility for Principal Internship, unless:

(a) The principal intern has exhausted the two (2) year provision for participation in the Kentucky Principal Internship Program; or

(b) The period of validity of the statement of eligibility has expired.

(10) If, during the appeal process, it becomes evident that the principal internship committee has committed a procedural violation during the internship which makes it impossible to determine if the principal intern has been unsuccessful, the Education Professional Standards Board shall nullify the internship and allow the principal intern to repeat the internship without penalty.

(11) If the principal intern is not satisfied with the decision of the board based on the recommendation of the appeals committee, the principal intern may request a formal hearing under the provisions of KRS Chapter 13B. The principal intern shall file the request in writing with the Executive Director of the Education Professional Standards Board within fifteen (15) calendar days of the date the board's decision is received by the principal intern.

(12) In notifying the principal intern of the board's decision, the Education Professional Standards Board shall send the decision of the board to the last known address of the principal intern. If the principal intern fails to notify the Education Professional Standards Board of an updated or correct address, or refuses to claim the certified mail, the principal intern shall file the request for a hearing in writing with the Executive Director of the Education Professional Standards Board within (20) calendar days of the date the board's decision is mailed to the principal intern by certified mail.

Section 15. A principal intern who has not successfully completed the internship and has exhausted the two (2) year provision for participation in the Kentucky Principal Internship Program shall not be eligible for a Kentucky principal certificate under this administrative regulation.

Section 16. The Kentucky Education Professional Standards Board shall collect and analyze data, on an annual or biennial basis, which permit evaluation of the Principal Internship Program covered by this administrative regulation.

Section 17. Incorporation by Reference: (1) The following material is incorporated by reference:

(a) "Statement of Eligibility/Confirmation of Employment" form, revised January 2006;

- (b) "Assurance Agreement for an Assistant Principal Intern" form, revised April 2006;
- (c) "Kentucky Principal Internship Program Observation" forms, revised April 2006;
- (d) "KPIP Observation Summary" form, revised April 2006;
- (e) "Professional Growth Targets", revised April 2006;
- (f) "Formative Portfolio Contents Checklist Sequences I and II", revised April 2006;
- (g) "Summative Portfolio Contents Checklist Sequence III", revised April 2006;
- (h) "Principal Mentor Time Sheet and Travel" form, revised April 2006;
- (i) "Progress Report on Principal Intern", revised April 2006;
- (j) "Summative Report on Principal Intern", revised April 2006;
- (k) "Committee Meeting Checklist", revised April 2006; and
- (l) "Interstate School Leaders Licensure Standards Growth Assessment", revised April 2006.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Education Professional Standards Board, 100 Airport Road, 3rd Floor, Frankfort, Kentucky 40601, Monday through Friday, 8:00 a.m. to 4:30 p.m. (14 Ky.R. 1996; eff. 5-9-88; Am. 23 Ky.R. 3420; 3765; eff. 5-12-97; 25 Ky.R. 2953; 26 Ky.R. 383; eff. 8-2-99; recodified from 704 KAR 20:470, 7-2-2002; 33 Ky.R. 1104; 1513; eff. 1-5-07.)

APPENDIX I

156.101 Purpose of section -- Definition of "instructional leader" -- Instructional leader improvement program.

- (1) The purpose of this section is to encourage and require the maintenance and development of effective instructional leadership in the public schools of the Commonwealth and to recognize that principals, with the assistance of assistant principals, supervisors of instruction, guidance counselors, and directors of special education, have the primary responsibility for instructional leadership in the schools to which they are assigned.
- (2) For the purpose of this section, "instructional leader" shall be defined as an employee of the public schools of the Commonwealth employed as a principal, assistant principal, supervisor of instruction, guidance counselor, director of special education, or other administrative position deemed by the Education Professional Standards Board to require an administrative certificate.
- (3) In order to carry out the purpose of this section, the Kentucky Board of Education shall establish a statewide program to improve and maintain the quality and effectiveness of instructional leadership in the public schools of the Commonwealth.
- (4) The instructional leader improvement program shall contain the following provisions:
 - (a) Each instructional leader employed by the public schools of the Commonwealth shall participate in a continuing intensive training program designed especially for instructional leaders;
 - (b) 1. Effective until June 30, 2006, every two (2) years each instructional leader shall complete an intensive training program approved by the Kentucky Board of Education to include no fewer than forty-two (42) participant hours of instruction; 2. Effective July 1, 2006, each instructional leader shall annually complete an intensive training program approved by the Kentucky Board of Education to include no fewer than twenty-one (21) participant hours of instruction;
 - (c) The Kentucky Board of Education shall prescribe specific criteria for the training program, which shall include a provision to allow an instructional leader to annually receive three (3) participant hours credit for duties performed as part of a beginning teacher committee pursuant to KRS 161.030(6). A maximum of six (6) participant hours credit shall be awarded annually for serving on multiple beginning teacher committees. The Kentucky Department of Education may contract for specific training with qualified agencies or institutions or approve programs offered by training providers, including local district training programs, except that the department shall ensure the requirements of paragraph (d) of this subsection are met; and
 - (d) Annually, each local district superintendent shall report to the Kentucky Department of Education any instructional leader who fails to complete the training requirements of paragraph (b) of this subsection and shall place the leader on probation for one (1) year. The Department of Education shall verify completion of the required training. If the required training for the prior year and the current year is not completed during the probationary period, the Department of Education shall forward the information to the Education Professional Standards Board, which shall revoke the instructional leader's certificate.

(5) The Kentucky Department of Education shall ensure that training options in human resource management and conflict resolution techniques are available to education leaders throughout the state.

(6) This section shall be known as the "Effective Instructional Leadership Act."

Effective: June 20, 2005

History: Amended 2005 Ky. Acts ch. 110, sec. 1, effective June 20, 2005. -- Amended 2000 Ky. Acts ch. 527, sec. 11, effective July 14, 2000. -- Amended 1998 Ky. Acts ch. 206, sec. 1, effective July 15, 1998. -- Amended 1996 Ky. Acts ch. 9, sec. 1, effective July 15, 1996; and ch. 362, sec. 6, effective July 15, 1996. -- Amended 1992 Ky. Acts ch. 148, sec. 1, effective July 14, 1992. -- Amended 1990 Ky. Acts ch. 476, Pt. IV, sec. 130, effective July 13, 1990. -- Amended 1986 Ky. Acts ch. 442, sec. 2, effective July 15, 1986. -- Amended 1985 (1st Extra. Sess.) Ky. Acts ch. 10, sec. 2, effective October 18, 1985. -- Created 1984 Ky. Acts ch. 365, secs. 1 and 2, effective July 13, 1984.

APPENDIX J

160.345 Required adoption of school councils for school-based decision making -- Composition -- Responsibilities -- Professional development -- Exemption -- Formula for allocation of school district funds -- Intentionally engaging in conduct detrimental to school-based decision making by board member, superintendent, district employee, or school council member -- Complaint procedure -- Disciplinary action -- Rescission of right to establish and powers of council.

(1) For the purpose of this section:

(a) "Minority" means American Indian; Alaskan native; African-American; Hispanic, including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin; Pacific islander; or other ethnic group underrepresented in the school;

(b) "School" means an elementary or secondary educational institution that is under the administrative control of a principal and is not a program or part of another school. The term "school" does not include district-operated schools that are:

1. Exclusively vocational-technical, special education, or preschool programs;
2. Instructional programs operated in institutions or schools outside of the district; or
3. Alternative schools designed to provide services to at-risk populations with unique needs;

(c) "Teacher" means any person for whom certification is required as a basis of employment in the public schools of the state, with the exception of principals and assistant principals; and

(d) "Parent" means:

1. A parent, stepparent, or foster parent of a student; or
2. A person who has legal custody of a student pursuant to a court order and with whom the student resides.

(2) Each local board of education shall adopt a policy for implementing school-based decision making in the district which shall include, but not be limited to, a description of how the district's policies, including those developed pursuant to KRS 160.340, have been amended to allow the professional staff members of a school to be involved in the decision making process as they work to meet educational goals established in KRS 158.645 and 158.6451. The policy may include a requirement that each school council make an annual report at a public meeting of the board describing the school's progress in meeting the educational goals set forth in KRS 158.6451 and district goals established by the board. The policy shall also address and comply with the following:

(a) Except as provided in paragraph (b)2. of this subsection, each participating school shall form a school council composed of two (2) parents, three (3) teachers, and the principal or administrator. The membership of the council may be increased, but it may only be increased proportionately. A parent representative on the council shall not be an employee or a relative of an employee of the school in which that parent serves, nor shall the parent representative be an employee or a relative of an employee in the district administrative offices. A parent representative shall not be a local board member or a board member's spouse. None of the members shall have a conflict of interest pursuant to KRS Chapter 45A, except the salary paid to district employees;

(b) 1. The teacher representatives shall be elected for one (1) year terms by a majority of the teachers. A teacher elected to a school council shall not be involuntarily transferred during his or her term of office. The parent representatives shall be elected for one (1) year terms. The parent members shall be elected by the parents of students preregistered to attend the school during the term of office in an election conducted by the parent and teacher organization of the school or, if none exists, the largest organization of parents formed for this purpose. A school council, once elected, may adopt a policy setting different terms of office for parent and teacher members subsequently elected. The principal shall be the chair of the school council.

2. School councils in schools having eight percent (8%) or more minority students enrolled, as determined by the enrollment on the preceding October 1, shall have at least one (1) minority member. If the council formed under paragraph (a) of this subsection does not have a minority member, the principal, in a timely manner, shall be responsible for carrying out the following:

a. Organizing a special election to elect an additional member. The principal shall call for nominations and shall notify the parents of the students of the date, time, and location of the election to elect a minority parent to the council by ballot; and

b. Allowing the teachers in the building to select one (1) minority teacher to serve as a teacher member on the council. If there are no minority teachers who are members of the faculty, an additional teacher member shall be elected by a majority of all teachers. Term limitations shall not apply for a minority teacher member who is the only minority on faculty;

(c) 1. The school council shall have the responsibility to set school policy consistent with district board policy which shall provide an environment to enhance the students' achievement and help the school meet the goals established by KRS 158.645 and 158.6451. The principal shall be the primary administrator and the instructional leader of the school, and with the assistance of the total school staff shall administer the policies established by the school council and the local board.

2. If a school council establishes committees, it shall adopt a policy to facilitate the participation of interested persons, including, but not limited to, classified employees and parents. The policy shall include the number of committees, their jurisdiction, composition, and the process for membership selection;

(d) The school council and each of its committees shall determine the frequency of and agenda for their meetings. Matters relating to formation of school councils that are not provided for by this section shall be addressed by local board policy;

(e) The meetings of the school council shall be open to the public and all interested persons may attend. However, the exceptions to open meetings provided in KRS 61.810 shall apply;

(f) After receiving notification of the funds available for the school from the local board, the school council shall determine, within the parameters of the total available funds, the number of persons to be employed in each job classification at the school. The council may make personnel decisions on vacancies occurring after the school council is formed but shall not have the authority to recommend transfers or dismissals;

(g) The school council shall determine which textbooks, instructional materials, and student support services shall be provided in the school. Subject to available resources, the local board shall allocate an appropriation to each school that is adequate to meet the school's needs related to instructional materials and school-based student support services, as determined by the school council. The school council shall consult with the school media librarian on the maintenance of the school library media center, including the purchase of instructional materials, information technology, and equipment;

(h) Personnel decisions at the school level shall be as follows:

1. From a list of applicants submitted by the local superintendent, the principal at the participating school shall select personnel to fill vacancies, after consultation with the school council, consistent with subsection (2)(i)10. of this section. The superintendent may forward to the school council the names of qualified applicants who have pending certification from the Education Professional Standards Board based on recent completion of preparation requirements, out-of-state preparation, or alternative routes to certification pursuant to KRS 161.028 and 161.048. Requests for transfer shall conform to any employer-employee bargained contract which is in effect.

2. If the vacancy to be filled is the position of principal, the school council shall select the new principal from among those persons recommended by the local superintendent, except as provided in subparagraph 4. of this paragraph. The superintendent shall provide additional applicants upon request when qualified applicants are available. The school council shall receive training in recruitment and interviewing techniques prior to carrying out the process of selecting a principal. The council shall select the trainer to deliver the training.

- 3.. Personnel decisions made at the school level under the authority of subparagraphs 1., 2., and 4. of this paragraph shall be binding on the superintendent who completes the hiring process.

4. If the vacancy for the position of principal occurs in a school that has an index score that places it in the lowest one-third (1/3) of all schools below the assistance line and the school has completed a scholastic audit under KRS 158.6455 that includes findings of lack of effectiveness of the principal and school council, the superintendent shall appoint the principal after consulting with the school council.

5. Applicants subsequently employed shall provide evidence that they are certified prior to assuming the duties of a position in accordance with KRS 161.020. The superintendent shall provide additional applicants upon request when qualified applicants are available;

(i) The school council shall adopt a policy to be implemented by the principal in the following additional areas:

1. Determination of curriculum, including needs assessment and curriculum development;
2. Assignment of all instructional and noninstructional staff time;
3. Assignment of students to classes and programs within the school;
4. Determination of the schedule of the school day and week, subject to the beginning and ending times of the school day and school calendar year as established by the local board;
5. Determination of use of school space during the school day;
6. Planning and resolution of issues regarding instructional practices;
7. Selection and implementation of discipline and classroom management techniques as a part of a comprehensive school safety plan, including responsibilities of the student, parent, teacher, counselor, and principal;
8. Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications and attendance requirements, program evaluation, and supervision;
9. Procedures, consistent with local school board policy, for determining alignment with state standards, technology utilization, and program appraisal; and
10. Procedures to assist the council with consultation in the selection of personnel by the principal, including, but not limited to, meetings, timelines, interviews, review of written applications, and review of references. Procedures shall address situations in which members of the council are not available for consultation; and

(j) Each school council shall annually review data on its students' performance as shown by the Commonwealth Accountability Testing System. The data shall include but not be limited to information on performance levels of all students tested, and information on the performance of students disaggregated by race, gender, disability, and participation in the federal free and reduced price lunch program. After completing the review of data, each school council, with the involvement of parents, faculty, and staff, shall develop and adopt a plan to ensure that each student makes progress toward meeting the goals set forth in KRS 158.645 and 158.6451(1)(b) by April 1 of each year and submit the plan to the superintendent and local board of education for review as described in KRS 160.340. The Kentucky Department of Education shall provide each school council the data needed to complete the review required

by this paragraph no later than November 1 of each year. If a school does not have a council, the review shall be completed by the principal with the involvement of parents, faculty, and staff.

(3) The policy adopted by the local board to implement school-based decision making shall also address the following:

- (a) School budget and administration, including: discretionary funds; activity and other school funds; funds for maintenance, supplies, and equipment; and procedures for authorizing reimbursement for training and other expenses;
- (b) Assessment of individual student progress, including testing and reporting of student progress to students, parents, the school district, the community, and the state;
- (c) School improvement plans, including the form and function of strategic planning and its relationship to district planning, as well as the school safety plan and requests for funding from the Center for School Safety under KRS 158.446;
- (d) Professional development plans developed pursuant to KRS 156.095;
- (e) Parent, citizen, and community participation including the relationship of the council with other groups;
- (f) Cooperation and collaboration within the district, with other districts, and with other public and private agencies;
- (g) Requirements for waiver of district policies;
- (h) Requirements for record keeping by the school council; and
- (i) A process for appealing a decision made by a school council.

(4) In addition to the authority granted to the school council in this section, the local board may grant to the school council any other authority permitted by law. The board shall make available liability insurance coverage for the protection of all members of the school council from liability arising in the course of pursuing their duties as members of the council.

(5) After July 13, 1990, any school in which two-thirds (2/3) of the faculty vote to implement school-based decision making shall do so. All schools shall implement school-based decision making by July 1, 1996, in accordance with this section and with the policy adopted by the local board pursuant to this section. Upon favorable vote of a majority of the faculty at the school and a majority of at least twenty-five (25) voting parents of students enrolled in the school, a school meeting its goal as determined by the Department of Education pursuant to KRS 158.6455 may apply to the Kentucky Board of Education for exemption from the requirement to implement school-based decision making, and the state board shall grant the exemption. The voting by the parents on the matter of exemption from implementing school-based decision making shall be in an election conducted by the parent and teacher organization of the school or, if none exists, the largest organization of parents formed for this purpose. Notwithstanding the provisions of this section, a local school district shall not be required to implement school-based decision making if the local school district contains only one (1) school.

(6) The Department of Education shall provide professional development activities to assist schools in implementing school-based decision making. School council members elected for the first time shall complete a minimum of six (6) clock hours of training in the process of school-based decision making, no later than thirty (30) days after the beginning of the service year for which they are elected to serve. School council members who have served on a school council at least one (1) year shall complete a minimum of three (3) clock hours of training in the process of school-based decision making no later than one hundred twenty (120) days after the beginning of the service year for which they are elected to serve. Experienced members may participate in the training for new members to fulfill their training requirement. School council training required under this subsection shall be conducted by trainers endorsed by the Department of Education. By November 1 of each year, the principal through the local superintendent shall forward to the Department of Education the names and addresses of each council member and verify that the required training has been completed. School council members elected to fill a vacancy shall complete the applicable training within thirty (30) days of their election.

(7) A school that chooses to have school-based decision making but would like to be exempt from the administrative structure set forth by this section may develop a model for implementing school-based decision making, including but not limited to a description of the membership, organization, duties, and responsibilities of a school council. The school shall submit the model through the local board of education to the commissioner of education and the Kentucky Board of Education, which shall have final authority for approval. The application for approval of the model shall show evidence that it has been developed by representatives of the parents, students, certified personnel, and the administrators of the school and that two-thirds (2/3) of the faculty have agreed to the model.

(8) The Kentucky Board of Education, upon recommendation of the commissioner of education, shall adopt by administrative regulation a formula by which school district funds shall be allocated to each school council. Included in the school council formula shall be an allocation for professional development that is at least sixty-five percent (65%) of the district's per pupil state allocation for professional development for each student in average daily attendance in the school. The school council shall plan professional development in compliance with requirements specified in KRS 156.095, except as provided in KRS 158.649. School councils of small schools shall be encouraged to work with other school councils to maximize professional development opportunities.

(9) (a) No board member, superintendent of schools, district employee, or member of a school council shall intentionally engage in a pattern of practice which is detrimental to the successful implementation of or circumvents the intent of school-based decision making to allow the professional staff members of a school and parents to be involved in the decision making process in working toward meeting the educational goals established in KRS 158.645 and 158.6451 or to make decisions in areas of policy assigned to a school council pursuant to paragraph (i) of subsection (2) of this section.

(b) An affected party who believes a violation of this subsection has occurred may file a written complaint with the Office of Education Accountability. The office shall investigate the complaint and resolve the conflict, if possible, or forward the matter to the Kentucky Board of Education.

(c) The Kentucky Board of Education shall conduct a hearing in accordance with KRS Chapter 13B for complaints referred by the Office of Education Accountability.

(d) If the state board determines a violation has occurred, the party shall be subject to reprimand. A second violation of this subsection may be grounds for removing a superintendent, a member of a school council, or school board member from office or grounds for dismissal of an employee for misconduct in office or willful neglect of duty.

(10) Notwithstanding subsections (1) to (9) of this section, a school's right to establish or maintain a school-based decision making council and the powers, duties, and authority granted to a school council may be rescinded or the school council's role may be advisory if the commissioner of education or the Kentucky Board of Education takes action under KRS 160.346.

(11) Each school council of a school containing grades K-5 or any combination thereof, or if there is no school council, the principal, shall develop and implement a wellness policy that includes moderate to vigorous physical activity each day and encourages healthy choices among students. The policy may permit physical activity to be considered part of the instructional day, not to exceed thirty (30) minutes per day, or one hundred and fifty (150) minutes per week. Each school council, or if there is no school council, the principal, shall adopt an assessment tool to determine each child's level of physical activity on an annual basis. The council or principal may utilize an existing assessment program. The Kentucky Department of Education shall make available a list of available resources to carry out the provisions of this subsection. The department shall report to the Legislative Research Commission no later than November 1 of each year on how the schools are providing physical activity under this subsection and on the types of physical activity being provided. The policy developed by the school council or principal shall comply with provisions required by federal law, state law, or local board policy.

Effective: July 15, 2008

History: Amended 2008 Ky. Acts ch. 105, sec. 1, effective July 15, 2008. -- Amended 2005 Ky. Acts ch. 84, sec. 6, effective June 20, 2005. -- Amended 2004 Ky. Acts ch. 188, sec. 4, effective July 13, 2004. -- Amended 2003 Ky. Acts ch. 81, sec. 1, effective June 24, 2003. -- Amended 2002 Ky. Acts ch. 152, sec. 1, effective July 15, 2002; and ch. 302, sec. 5, effective July 15, 2002. -- Amended 2000 Ky. Acts ch. 212, sec. 1, effective July 14, 2000; ch. 339, sec. 2, effective July 14, 2000; ch. 418, sec. 1, effective July 14, 2000; and ch. 527, sec. 14, effective July 14, 2000. -- Amended 1998 Ky. Acts ch. 493, sec. 14, effective April 10, 1998; and ch. 609, sec. 3, effective July 15, 1998. -- Amended 1996 Ky. Acts ch. 34, sec. 1, effective July 15, 1996; ch. 74, sec. 1, effective July 15, 1996; ch. 146, sec. 1, effective July 15, 1996; ch. 318, sec. 52, effective July 15, 1996; and ch. 362, secs. 1 and 6, effective

July 15, 1996. -- Amended 1994 Ky. Acts ch. 103, sec. 3, effective July 15, 1994; ch. 187, sec. 1, effective July 15, 1994; ch. 247, sec. 1, effective July 15, 1994; ch. 411, sec. 1, effective July 15, 1994; and ch. 484, sec. 1, effective July 15, 1994. -- Amended 1992 Ky. Acts ch. 376, sec. 3, effective July 14, 1992; and ch. 393, sec. 3, July 14, 1992. -- Created 1990 Ky. Acts ch. 476, Pt. I, sec. 14, effective July 13, 1990.

Legislative Research Commission Note (7/15/96). This section was amended by 1996 Ky. Acts chs. 34, 74, 146, 318, and 362. Where these Acts are not in conflict, they have been codified together. A conflict exists between Acts chs. 34 and 362. Under KRS 446.250, Acts ch. 362, which was last enacted by the General Assembly, prevails.

APPENDIX K

156.095 Professional development programs -- Professional development coordinator -- Long term improvement plans -- Electronic consumer bulletin board -- Training to address needs of students at risk -- Teacher academics.

(1) The Kentucky Department of Education shall establish, direct, and maintain a statewide program of professional development to improve instruction in the public schools.

(2) Each local school district superintendent shall appoint a certified school employee to fulfill the role and responsibilities of a professional development coordinator who shall disseminate professional development information to schools and personnel. Upon request by a school council or any employees of the district, the coordinator shall provide technical assistance to the council or the personnel that may include assisting with needs assessments, analyzing school data, planning and evaluation assistance, organizing district wide programs requested by school councils or groups of teachers, or other coordination activities.

(a) The manner of appointment, qualifications, and other duties of the professional development coordinator shall be established by Kentucky Board of Education through promulgation of administrative regulations.

(b) The local district professional development coordinator shall participate in the Kentucky Department of Education annual training program for local school district professional development coordinators. The training program may include, but not be limited to, the demonstration of various approaches to needs assessment and planning; strategies for implementing long-term, school-based professional development; strategies for strengthening teachers' roles in the planning, development, and evaluation of professional development; and demonstrations of model professional development programs. The training shall include information about teacher learning opportunities relating to the core content standards. The Kentucky Department of Education shall regularly collect and distribute this information.

(3) The Kentucky Department of Education shall provide or facilitate optional, professional development programs for certified personnel throughout the Commonwealth that are based on the statewide needs of teachers, administrators, and other education personnel. Programs may include classified staff and parents when appropriate. Programs offered or facilitated by the department shall be at locations and times convenient to local school personnel and shall be made accessible through the use of technology when appropriate. They shall include programs that: address the goals for Kentucky schools as stated in KRS 158.6451, including reducing the achievement gaps as determined by an equity analysis of the disaggregated student performance data from the Commonwealth Accountability Testing System; engage educators in effective learning processes and foster collegiality and collaboration; and provide support for staff to incorporate newly acquired skills into their work through practicing the skills, gathering information about the results, and reflecting on their efforts. Professional development programs may include, but not be limited to, focus on the following areas:

(a) Strategies to reduce the achievement gaps among various groups of students;

(b) Curriculum content and methods of instruction for each content area;

(c) School-based decision making;

(d) Performance-based student assessment;

- (e) Nongraded primary programs;
- (f) Research-based instructional practices;
- (g) Instructional uses of technology;
- (h) Curriculum design to serve the needs of students with diverse learning styles and skills and of students of diverse cultures;
- (i) Instruction of phonics;
- (j) Educational leadership; and
- (k) Strategies to incorporate character education throughout the curriculum.

(4) The department shall utilize its regional service centers, in addition to collaboration with postsecondary education institutions, education cooperative and consortia, and professional education organizations, to provide local district personnel with access to high quality programming. The department shall assist school personnel in assessing the impact of professional development on their instructional practices and student learning.

(5) The department shall assist districts and school councils with the development of long-term school and district improvement plans that include multiple strategies for professional development based on the assessment of needs at the school level.

(a) Professional development strategies may include, but are not limited to, participation in subject matter academies, teacher networks, training institutes, workshops, seminars, and study groups; collegial planning; action research; mentoring programs; appropriate university courses; and other forms of professional development.

(b) In planning the use of the four (4) days for professional development under KRS 158.070, school councils and districts shall give priority to programs that increase teachers' understanding of curriculum content and methods of instruction appropriate for each content area based on individual school plans. The district may use up to one (1) day to provide district-wide training and training that is mandated by state or federal law. Only those employees identified in the mandate or affected by the mandate shall be required to attend the training.

(c) State funds allocated for professional development shall be used to support professional development initiatives that are consistent with local school improvement and professional development plans and teachers' individual growth plans. The funds may be used throughout the year for all staff, including classified and certified staff and parents on school councils or committees. A portion of the funds allocated to each school council under KRS 160.345 may be used to prepare or enhance the teachers' knowledge and teaching practices related to the content and subject matter that are required for their specific classroom assignments.

(6) The Department of Education shall establish an electronic consumer bulletin board that posts information regarding professional development providers and programs as a service to school district central office personnel, school councils, teachers, and administrators. Participation on the electronic consumer bulletin board shall be voluntary for professional development providers or vendors, but shall include all programs sponsored by the department. Participants shall provide the following information: program title; name of provider or vendor; qualifications of the presenters or instructors; objectives of the program; program length; services provided, including follow-up support; costs for participation and costs of materials; names of previous users of the program, addresses, and telephone numbers; and arrangements required. Posting information on the bulletin board by the department shall not be viewed as an endorsement of the quality of any specific provider or program.

(7) The Department of Education shall provide training to address the characteristics and instructional needs of students at risk of school failure and most likely to drop out of school. The training shall be developed to meet the specific needs of all certified and classified personnel depending on their relationship with these students. The training for instructional personnel shall be designed to provide and enhance skills of personnel to:

(a) Identify at-risk students early in elementary schools as well as at-risk and potential dropouts in the middle and high schools;

(b) Plan specific instructional strategies to teach at-risk students;

(c) Improve the academic achievement of students at risk of school failure by providing individualized and extra instructional support to increase expectations for targeted students;

(d) Involve parents as partners in ways to help their children and to improve their children's academic progress; and

(e) Significantly reduce the dropout rate of all students.

(8) By July 1, 2001, the department shall establish teacher academies to the extent funding is available in cooperation with postsecondary education institutions for elementary, middle school, and high school faculty in core disciplines, utilizing facilities and faculty from universities and colleges, local school districts, and other appropriate agencies throughout the state. Priority for participation shall be given to those teachers who are teaching core discipline courses for which they do not have a major or minor or the equivalent. Participation of teachers shall be voluntary.

Effective: July 15, 2002

History: Amended 2002 Ky. Acts ch. 302, sec. 2, effective July 15, 2002. -- Amended 2000 Ky. Acts ch. 162, sec. 4, effective July 14, 2000; ch. 452, sec. 3, effective July 14, 2000; and ch. 527, sec. 10, effective July 14, 2000. -- Amended 1998 Ky. Acts ch. 514, sec. 4, effective July 15, 1998.; and ch. 609, sec. 1, effective July 15, 1998. -- Amended 1996 Ky. Acts ch. 362, sec. 6, effective July 15, 1996. -- Amended 1990 Ky. Acts ch. 476, Pt. I, sec. 13, effective July 13, 1990. -- Amended 1985 (1st Extra. Sess.) Ky. Acts ch. 10, sec. 1, effective October 18, 1985; Amended 1978 Ky. Acts ch. 155, sec. 82, effective June 17, 1978. -- Amended 1956 (1st Extra. Sess.) Ky. Acts ch. 7, Art. II, sec. 2. -- Created 1950 Ky. Acts ch. 127, sec. 1.

Legislative Research Commission Note (7/14/2000). This section was amended by 2000 Ky. Acts chs. 162, 452, and 527. Where these Acts are not in conflict, they have been codified together. As to subsection (7) of this section, a conflict exists, in part, between Acts chs. 452 and 527. Under KRS 446.250, Acts ch. 527, which was last enacted by the General Assembly, prevails in this conflict.

APPENDIX L

704 KAR 3:035. Annual professional development plan.

RELATES TO: KRS 156.095, 158.070

STATUTORY AUTHORITY: KRS 156.070, 156.095, 158.070(5)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.095 requires the Kentucky Board of Education to establish, direct, and maintain a statewide program of professional development training, with the purpose of the program being the improvement of instruction in the public schools. KRS 158.070(5) requires the state board to promulgate administrative regulations establishing guidelines and procedures to be followed for the approval of the four (4) days of the minimum school term which are mandated to be utilized by each local school district for professional development activities for the professional staff. This administrative regulation establishes the requirements for the annual professional development plan.

Section 1. Definitions.

(1) "High-quality professional development" means those experiences that systematically, over a sustained period of time, enable educators to facilitate the learning of students by acquiring and applying knowledge, understanding, skills, and abilities that address the instructional improvement goals of the school district, the individual school, or the individual professional growth needs of the educator.

(2) "Improvement plan" means a product that clearly identifies how assessment, planning, implementation, and evaluation are to be accomplished in the school or district relative to established standards, goals, or objectives for improvement.

(3) "Needs assessment" means the gathering, sorting, and analysis of data that lead to conclusions regarding the need for professional development in identified areas.

(4) "Professional development program" means a process of professional development that is measurable by indicators and may be composed of several initiatives.

Section 2. Each local school and district shall develop a process for the development of a professional development program. This process shall lead to a program of high-quality professional development experiences that the school and district will provide for its instructional and administrative staff within the goals as established in KRS 158.6451 and local needs assessment. A school professional development program shall be incorporated into the school improvement plan and made public prior to the implementation of the school program. The local district program shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the program.

Section 3. Each school and local district improvement plan shall meet the following six (6) standards related to the professional development program:

(1) There is a clear statement of the school or district mission;

(2) There is evidence of representation of all persons affected by the professional development program;

(3) Application of needs assessment analysis is evident;

(4) Professional development objectives are focused on the school or district mission and derived from needs assessment;

(5) The professional development program and implementation strategies are designed to support school or district goals and objectives; and

(6) A process for evaluating professional development experiences for their impact on student learning and improving professional development initiatives is incorporated in the plan.

Section 4. (1) The school or district improvement plan shall address any instructional improvement or training needs that are in accordance with the goals as established in KRS 158.6451.

(2) High-quality professional development experiences shall:

(a) Be related to teachers' instructional assignments and administrators' professional responsibilities. Experiences shall support the local school's instructional improvement goals; and

(b) Be aligned with the school or district improvement plan or individual professional growth plans of teachers.

(3) Experiences for professional development credit of classroom teachers shall not supplant any of the six (6) hour instructional day.

(4) A district may report flexible professional development experiences on unpaid, noncontact snow days. This shall require a district calendar change and the change shall be reported to the Department of Education.

(5) Professional development experiences that relate to an individual professional growth plan may be used to satisfy the requirements for certification or renewal options as established by the Kentucky Education Professional Standards Board in Title 16 KAR.

(6) (a) Professional development grant dollars may be used for college or graduate course tuition reimbursement for a teacher in specific academic subject content areas in math, science, English/language arts, social studies, arts and humanities for which the teacher is assigned to teach.

(b) The use of professional development funds for this purpose shall be specified in the district improvement plan approved by the school board or the school plan approved by the school council as to funds under its control.

(c) Particular content areas and grade levels which qualify for reimbursement may be specified based upon information about the level of academic preparation of the teacher employed, local student performance data, and instructional need.

(7) Professional development credit shall not be awarded for those experiences that provide remuneration beyond travel, food, lodging or tuition.

(8) A school district implementing a flexible professional development schedule shall award professional development credit for any experience that addresses the goals of the school or district improvement plan or the individual professional growth plans of teachers.

(9) Parent-teacher conferencing skill development shall be permissible as a professional development experience.

Section 5. The Qualifications and Duties of the District Professional Development Coordinator. (1) Qualifications for the position of district professional development coordinator shall include:

(a) A staff member meeting the certification requirement for a professional development coordinator as established by the Education Professional Standards Board in 16 KAR 4:010;

(b) Experience in professional development planning; and

(c) A demonstrated ability to connect professional development with effective instructional practices and student achievement data.

(2) Duties of the district professional development coordinator shall include:

(a) Conducting the district professional development needs assessment;

(b) Coordinating the intradistrict alignment of goals, objectives, and experiences for professional development;

(c) Providing technical assistance to school councils, staff and professional development committees in the alignment of professional development experiences with school goals as identified through the local school improvement planning process;

(d) Disseminating professional development information to school councils, staff members, and professional development committees;

(e) Coordinating the planning, implementation and evaluation of the district professional development program that is aligned, supportive, and developed in conjunction with local school improvement plans;

(f) Upon request by a school council or school staff, providing technical assistance on the evaluation and coordination of school-based professional development experiences;

(g) Coordinating the establishment of local policies, procedures, timetables, preparation of necessary forms and letters, assignment of workshop sites and all other practical elements of professional development training, including fiscal management;

(h) Maintaining, verifying, and, if appropriate, submitting district and school professional development records, documentation, and other pertinent information to the Department of Education;

(i) Explaining the district's professional development programs' objectives, results, and needs to school professionals, district staff, the board members, civic and parent groups, teacher training institutions and others as requested; and

(j) Maintaining a professional contact with the Department of Education and other agencies involved in providing professional development experiences.

Section 6. A maximum of fifteen (15) percent of the district's professional development grant may be used for administrative purposes.

Section 7. When implementing professional development programs under KRS 158.070, a local school or district shall adhere to its school or district improvement plan. (7 Ky.R. 697; Am. 902; eff. 4-23-81; 11 Ky.R. 251; eff. 9-11-84; 1472; eff. 5-14-85; 12 Ky.R. 1165; eff. 2-4-86; 1635; eff. 5-6-86; 17 Ky.R. 455; 1485; eff. 12-7-90; 3254; 18 Ky.R. 45; eff. 7-5-91; 3523; 19 Ky.R. 394; eff. 8-1-92; 394; 1885; eff. 4-19-93; 20 Ky.R. 843; eff. 12-6-93; 3311; eff. 8-4-94; 21 Ky.R. 2531; eff. 6-1-95; 25 Ky.R. 1141; eff. 1-19-99; 31 Ky.R. 1585; 1814; eff. 5-26-05.)

APPENDIX M

161.790 Termination of contract by board -- Administrative hearing tribunal -- Sanctions.

(1) The contract of a teacher shall remain in force during good behavior and efficient and competent service by the teacher and shall not be terminated except for any of the following causes:

(a) Insubordination, including but not limited to violation of the school laws of the state or administrative regulations adopted by the Kentucky Board of Education, the Education Professional Standards Board, or lawful rules and regulations established by the local board of education for the operation of schools, or refusal to recognize or obey the authority of the superintendent, principal, or any other supervisory personnel of the board in the performance of their duties;

(b) Immoral character or conduct unbecoming a teacher;

(c) Physical or mental disability; or

(d) Inefficiency, incompetency, or neglect of duty, when a written statement identifying the problems or difficulties has been furnished the teacher or teachers involved.

(2) Charges under subsections (1)(a) and (1)(d) of this section shall be supported by a written record of teacher performance by the superintendent, principal, or other supervisory personnel of the district, except when the charges are brought as a result of a recommendation made under KRS 158.6455.

(3) No contract shall be terminated except upon notification of the board by the superintendent. Prior to notification of the board, the superintendent shall furnish the teacher with a written statement specifying in detail the charge against the teacher. The teacher may within ten (10) days after receiving the charge notify the commissioner of education and the superintendent of his intention to answer the charge, and upon failure of the teacher to give notice within ten (10) days, the dismissal shall be final.

(4) Except as provided in KRS 163.032, upon receiving the teacher's notice of his intention to answer the charge, the commissioner of education shall appoint a three (3) member tribunal, consisting of one (1) teacher, who may be retired, one (1) administrator, who may be retired, and one (1) lay person, none of whom reside in the district, to conduct an administrative hearing in accordance with KRS Chapter 13B within the district. Priority for selection as a tribunal member shall be from a pool of potential tribunal members who have been designated and trained to serve as tribunal members on a regular and ongoing basis, pursuant to administrative regulations promulgated by the Kentucky Board of Education. Funds appropriated to the Department of Education for professional development may be used to provide tribunal member training. The commissioner of education shall name the chairman and set the date and time for the hearing. The hearing shall begin no later than forty-five (45) days after the teacher files the notice of intent to answer the charge.

(5) A hearing officer shall have final authority to rule on dispositive prehearing motions.

(6) The hearing may be public or private at the discretion of the teacher. At the hearing, a hearing officer appointed by the commissioner of education shall preside with authority to rule on procedural matters, but the tribunal shall be the ultimate trier of fact. The local board shall pay each member of the tribunal a per diem of one hundred dollars (\$100) and travel expenses.

(7) Upon hearing both sides of the case, the tribunal may by a majority vote render its decision or may defer its action for not more than five (5) days. Provisions of KRS Chapter 13B notwithstanding, the tribunal decision shall be a final order and may be rendered on the record.

(8) The superintendent may suspend the teacher pending final action to terminate the contract, if, in his judgment, the character of the charge warrants the action. If after the hearing the decision of the tribunal is against termination of the contract, the suspended teacher shall be paid his full salary for any period of suspension.

(9) The teacher shall have the right to make an appeal to the Circuit Court having jurisdiction in the county where the school district is located in accordance with KRS Chapter 13B. The review of the final order shall be conducted by the Circuit Court as required by KRS 13B.150.

(10) As an alternative to termination of a teacher's contract, the superintendent upon notifying the board and providing written notification to the teacher of the charge may impose other sanctions, including suspension without pay, public reprimand, or private reprimand. The procedures set out in subsection (3) of this section shall apply if the teacher is suspended without pay or publicly reprimanded. The teacher may appeal the action of the superintendent if these sanctions are imposed in the same manner as established in subsections (4) to (9) of this section. Upon completion of a suspension period, the teacher may be reinstated.

Effective: July 12, 2006

History: Amended 2006 Ky. Acts ch. 208, sec. 3, effective July 12, 2006. -- Amended 2002 Ky. Acts ch. 141, sec. 1, effective July 15, 2002. -- Amended 2000 Ky. Acts ch. 200, sec. 1, effective July 14, 2000. -- Amended 1998 Ky. Acts ch. 598, sec. 16, effective April 14, 1998. -- Amended 1996 Ky. Acts ch. 318, sec. 53, effective July 15, 1996; and ch. 362, sec. 6, effective July 15, 1996. -- Amended 1990 Ky. Acts ch. 476, Pt. II, sec. 85, effective July 13, 1990. -- Amended 1988 Ky. Acts ch. 370, sec. 1, effective July 15, 1988. -- Amended 1964 Ky. Acts ch. 41, sec. 6. -- Amended 1944 Ky. Acts ch. 98, sec. 1. -- Created 1942 Ky. Acts ch. 113, sec. 8.

APPENDIX N

701 KAR 5:090. Teacher disciplinary hearings.

RELATES TO: KRS 161.770, 161.790

STATUTORY AUTHORITY: KRS 156.070, 161.790(4)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.790(4) requires the commissioner of education to appoint an impartial three (3) member tribunal to conduct an administrative hearing and make the final determination on charges concerning a local school district's proposal to discipline or place on involuntary leave a teacher if the teacher gives timely notice of his intent to answer the charges. This administrative regulation establishes administrative and hearing procedures with respect to the tribunal process and identifies the required training for tribunal members designated to serve as tribunal members on an ongoing basis.

Section 1. A local school district superintendent proposing to discipline (except for a private reprimand) or place on involuntary leave a teacher shall immediately, after notice to the employee, transmit a copy of the notice of the action to the commissioner of education, along with advice as to the date of the receipt of the notice by the employee.

Section 2. Continuances. (1)(a) If, after a requested hearing has been scheduled by the commissioner of education or his designee, a continuance is requested by the teacher, the teacher shall specifically and in writing waive the statutory hearing deadlines and any subsequent back pay award for the period of the requested continuance. A continuance initiated by the teacher shall not be granted without the appropriate waiver.

(b) If the continuance request was initiated by the school district, a waiver shall not be required.

(2) A continuance requested by the teacher may be granted for good cause shown, including pending criminal charges making it inadvisable for the employee to testify at an administrative hearing or late entry of an attorney into the case on behalf of the employee.

(3) A continuance requested by the school district, and not agreed to by the employee, may be granted upon documentation of an emergency or other circumstance making it impossible or prejudicially impractical for the district to adequately present its case at the scheduled hearing.

(4) A request for continuance made prior to the three (3) member tribunal convening shall be submitted in writing to the hearing officer.

Section 3. (1) To be a member of the pool of potential tribunal members who is designated to serve as a tribunal member on an ongoing basis, a person shall receive training on the following topics:

(a) The hearing process;

(b) The role of the tribunal;

(c) The role of the hearing officer;

(d) How to determine facts;

(e) Fundamental fairness;

(f) The law on teacher disciplinary actions (KRS 161.790); and

(g) The deliberative process.

(2) For attending training to become a member of the pool of potential tribunal members, a person shall receive a per diem of \$100 and reimbursement of travel expenses from the Department of Education.

Section 4. (1) The local school district shall pay all travel expenses of the hearing officer.

(2) No later than the convening of the hearing, the local school district shall advise the tribunal members how to claim their per diem and travel expenses.

Section 5. A hearing before the tribunal shall be conducted in accordance with KRS Chapter 13B.

Section 6. (1) If, for any reason and after testimony has commenced, a tribunal member becomes unavailable to complete the hearing of the evidence of both parties, an appropriate substitute tribunal member shall be appointed by the commissioner of education and provided by the school district with a written transcript of all prior proceedings at the hearing unless waived under subsection (2) of this section.

(2) A hearing may be concluded and a decision rendered by a two (2) member tribunal upon express agreement of both parties. (18 Ky.R. 217; eff. 9-6-91; Am. 23 Ky.R. 1425; 2466; eff. 12-5-96; 29 Ky.R. 805; 1271; eff. 11-12-2002.)

STANDARDS AND INDICATORS FOR SCHOOL IMPROVEMENT

ACADEMIC PERFORMANCE

Standard 1 - CURRICULUM

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Standard 2 - CLASSROOM EVALUATION/ASSESSMENT

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Standard 3 - INSTRUCTION

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

LEARNING ENVIRONMENT

Standard 4 - SCHOOL CULTURE

The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Standard 5 - STUDENT, FAMILY AND COMMUNITY SUPPORT

The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

Standard 6 - PROFESSIONAL DEVELOPMENT, PROFESSIONAL GROWTH AND EVALUATIONS

The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

EFFICIENCY

Standard 7 - LEADERSHIP

School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8 - ORGANIZATIONAL STRUCTURE AND RESOURCES

There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Standard 9 - COMPREHENSIVE AND EFFECTIVE PLANNING

The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

STANDARDS FOR SCHOOL LEADERS

SELF-ASSESSMENT

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School/Work Site _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
The education administrator facilitates processes and engages in activities ensuring that:	(*More than one (1) rating can be checked)			
1: Vision - The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Discussed
1.A. Collaboratively develop and implement a shared vision and mission.				
1.B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.				
1.C. Create and implement plans to achieve goals.				
1.D. Promote continuous and sustainable improvement.				
1.E. Monitor and evaluate progress and revise plans.				
Standard 1 Overall rating for Summative Evaluation Form				

2: School Culture and Learning - The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Discussed
2.A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.				
2.B. Create a comprehensive, rigorous, and coherent curricular program.				
2.C. Create a personalized and motivating learning environment for students.				
2.D. Supervise instruction.				
2.E. Develop assessment and accountability systems to monitor student progress.				
2.F. Develop the instructional and leadership capacity of staff.				
2.G. Maximize time spent on quality instruction.				
2.H. Promote the use of the most effective and appropriate technologies to support teaching and learning.				
2.I. Monitor and evaluate the impact of the instructional program.				
Standard 2 Overall rating for Summative Evaluation Form				

3: Management - The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Discussed
3.A. Monitor and evaluate the management and operational systems.				
3.B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.				
3.C. Promote and protect the welfare and safety of students and staff.				
3.D. Develop the capacity for distributed leadership.				
3.E. Ensure teacher and organizational time is focused to support quality instruction and student learning.				
Standard 3 Overall rating for Summative Evaluation Form				

4: Collaboration - The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Discussed
4.A. Collect and analyze data and information pertinent to the educational environment.				
4.B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources.				
4.C. Build and sustain positive relationships with families and caregivers.				
4.D. Build and sustain productive relationships with community partners.				
Standard 4 Overall rating for Summative Evaluation Form				

5: Integrity, Fairness, Ethics - The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Discussed
5.A. Ensure a system of accountability for every student's academic and social success.				
5.B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.				
5.C. Safeguard the values of democracy, equity, and diversity.				
5.D. Consider and evaluate the potential moral and legal consequences of decision-making.				
5.E. Promote social justice and ensure that individual student needs inform all aspects of schooling				
Standard 5 Overall rating for Summative Evaluation Form				

6: Political, Economic, Legal - The administrator facilitates processes, and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Discussed
6.A. Advocate for children, families, and caregivers.				
6.B. Act to influence local, district, state, and national decisions affecting student learning.				
6.C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.				
Standard 6 Overall rating for Summative Evaluation Form				

Wolfe County Schools Walk-Through Observation Instrument

Teacher _____ Date _____ School _____

Subject _____ Grade/# Students _____ Period/Time _____

Observer _____ Start Time _____ End Time _____

Classroom/Area	
Physical Environment <input type="checkbox"/> Attractive, inviting <input type="checkbox"/> Clean	Student Work is Displayed <input type="checkbox"/> Student work is current <input type="checkbox"/> Student work shows variety <input type="checkbox"/> Student work displayed but not current
Instructional Strategies	
Teacher Engagement <input type="checkbox"/> √ Greets students prior to or upon entering classroom <input type="checkbox"/> √ Appropriate opening exercise ("bell ringer") <input type="checkbox"/> √ Lesson Objective(s) posted <input type="checkbox"/> √ Review of material previously taught/check for mastery/retention <input type="checkbox"/> √ Tells students what they will be doing in this lesson and why it is important <input type="checkbox"/> √ Introduces concept(s) using appropriate techniques <input type="checkbox"/> √ Adequate modeling, sharing, probing/delving of incorrect answers, clarifying to ensure student comprehension <input type="checkbox"/> √ Classwork assigned and monitored by teacher/assistant <input type="checkbox"/> √ Homework assigned to ensure mastery and retention of concepts <input type="checkbox"/> √ Assessing student understanding <input type="checkbox"/> Working individually/pairs/small group/large group <input type="checkbox"/> Facilitating student learning <input type="checkbox"/> Technology as a tool <input type="checkbox"/> Conferencing with student(s) <input type="checkbox"/> Reading to student(s) <input type="checkbox"/> Monitors behavior <input type="checkbox"/> Other	Student Engagement <input type="checkbox"/> ON/OFF task <input type="checkbox"/> Using Writing process <input type="checkbox"/> Presentations <input type="checkbox"/> Researching <input type="checkbox"/> Peer tutoring <input type="checkbox"/> Taking notes/Using effective study skills <input type="checkbox"/> Using manipulatives <input type="checkbox"/> Using technology <input type="checkbox"/> Problem solving <input type="checkbox"/> Reading silently/aloud <input type="checkbox"/> Attentively listening <input type="checkbox"/> *No student engagement evident
Positive Reinforcement <input type="checkbox"/> High expectations for all students is evident <input type="checkbox"/> Genuine praise <input type="checkbox"/> Acknowledgment for student responses <input type="checkbox"/> Respect for students	<div style="border: 1px solid black; height: 100px; margin-bottom: 10px;">NOTES</div> Appropriate transitions between activities <input type="checkbox"/> Respect for teacher/resource personnel <input type="checkbox"/> Respect for classmates personnel
Best Practice Strategies	
<input type="checkbox"/> Teacher as facilitator of learning <input type="checkbox"/> Teacher modeling <input type="checkbox"/> Connect content to student relevant/real-life issues <input type="checkbox"/> Discussion of the content <input type="checkbox"/> Content Integration <input type="checkbox"/> Higher-order process thinking questions/assessments <input type="checkbox"/> Justification of thinking <input type="checkbox"/> Problem solving approach to instruction <input type="checkbox"/> Cooperative group work	<input type="checkbox"/> Use of manipulatives <input type="checkbox"/> Use of calculators/computers <input type="checkbox"/> Writing directly connected to learning <input type="checkbox"/> Writing for real audience <input type="checkbox"/> Hands-on approach <input type="checkbox"/> Scientific investigation <input type="checkbox"/> End lesson through closure activity

Resources	
Other Personnel	Materials
_____ ESS	_____ Textbooks/books/magazines
_____ Counselor	_____ Manipulative
_____ Speaker	_____ Computer to support instruction
_____ Title I	_____ Models/tools
_____ Instructional Assistant	_____ Multi-cultural
_____ Other	_____ Audio/Video tapes/TV
_____ Librarian	_____ CD ROM/Laser Disc
Learning Styles	
_____ Verbal (linguistic)	_____ Musical
_____ Mathematical (logical)	_____ Interpersonal (interaction)
_____ Kinesthetic (movement)	_____ Spatial (visual)
_____ Intrapersonal (reflection)	
Intervention Strategies	
_____ One-on-one	_____ Support personnel
_____ Small group	_____ Modified time
_____ Use of Technology	_____ Use of audio tapes
_____ Modified lesson/assessment instrument	_____ Reading to student(s)
_____ Extended time	_____ Repeating direction
_____ Peer Tutoring	_____ Taping responses
_____ Scribing	_____ Other
Assessment Strategies	
_____ Anecdotal records	_____ Project
_____ Learning log	_____ Open Response
_____ Reflection	_____ Textbook test
_____ Open response/Open-ended questions	_____ Teacher-made test
_____ Oral response(s)	_____ Portfolio
_____ Journal	_____ Individual investigation
_____ Teacher conference	_____ Performance event
_____ Other	_____ Other

Questions for students (S):

1. What are you learning?
2. Why do you need to know this information?
3. Is your work "good"?
4. How do you know if your work is "good" enough?

Questions for Teachers (S):

1. How do students know what is expected?
2. How do you assure that your assessments are fair and credible evaluations of what you have taught?
3. How are you addressing the standards with the curriculum you teach?
4. How are your students expected to be responsible for their work?
5. What do you ask of students when evaluating/judging their own work or the work of their peers?
6. How do you keep parents informed of their student's work?

NOTES:

DISTRICT CURRICULUM OBSERVATION FORM

School:	
Date:	

Teacher:	
Number of Students:	

Physical Environment	D
Layout	
Adequate to implement program	
Attractive/Inviting	
Clean	
Areas Provided for Groups	
Large Groups	
Small Groups	
Individual	
Quiet	
Active	
Student Work Displayed	
Student Work Current	
Student Work Shows Variety	
Student Work NOT Current	

Materials & Resources Used	D
Print Rich Environment	
Variety of Books	
Envir. Print (signs/poster/directions)	
Other Print Media (newspaper/Mag.)	
Current Books/Media	
Multi-cultural Materials Used	
Variety of Instructional Materials	
Manipulatives	
Models	
Audio/Video Tapes	
CD ROM/Laser Disc	
Computer	
Multi-cultural Materials Used	
Other:	

Grouping of Students	D
Small Groups 2-6	
Whole Class	
Interested Group	
Ability	
Large Group	
**Skill/Reteaching	
Mainstream Special Needs	

Student Engagement	D
Active Engagement	
Discussions	
Students on Task	
Minimum Teacher Lecture	
Student Movement	
Students Own Discretion	
Manipulatives	
Directed by Teachers	
Other:	
Student Talk	
Student Initiated	
Balance Student/Teacher Talk	
Opportunities Student/Teacher Talk	
Related to Task	
Teacher Interactions (Note Bal.)	
One-to-One	
Large Group	
Small Group	
Positive Reinforcement	
Evidence of HIGH Expectations	
Genuine Praise	
Acknowledges Student Response	
Respect for Students	

Varied Instructional Strategies	D
Authentic problems/Questions	
Problem Solving Activities	
**Reflects Acad. Expect/Core Cont.	
**O-E/O-R Questions	
Activities Related to Interest/Environ.	
Performance Activity	
Balance Instructional Delivery	
** Direct Instruction	
Independent	
Cooperative Learning	
Choices	
Teacher Initiated/Directed	
Student Initiated	
Addresses Learning Styles	
Verbal (Linguistic)	
Mathematical (Logical)	
Spacial (Visual)	
Musical	
Interpersonal (Reflection)	
Intrapersonal (Interaction)	
Kinesthetic (Movement)	

Additional Notes

Narrative: (What were students doing)	

DISTRICT CURRICULUM OBSERVATION FORM

School:	Teacher:
Date:	Number of Students:

Mathematics

Physical Setting/Classroom Environment		O	Lesson Analysis	
Tables () Desks () Combination ()			Teacher:	
Manipulatives Available			Lesson Title:	
Calculators Scientific () Graphing ()				
Student Work Displayed			Mathematics Process/Activity	Y
Adequate Storage Space			1. Reciting/Recalling Facts	
Grouping Pattern:			2. Observing	
Large Group			3. Classifying	
Small Group			4. Measuring	
One-to-One			5. Inferring	
Individual			6. Predicting	
Cooperative Group			7. Computing/Calculating	
			8. Applying	
Instructional Activity in Progress		O	9. Constructing	
Lecture			10. Analyzing	
Teacher Demonstration			11. Collecting/Recording Data	
Teacher Making Connections			12. Interpreting Data	
Student Measuring/Estimating			13. Formulating Conclusions	
Students Making/Reading Graphs			14. Evaluating	
Interpretive Discussion			15. Justifying	
Writing About Results				
Students Using Calculators			Learning Attitudes Demonstrated	
Asking Factual Questions			1. Curiosity	
Asking Higher-Order Questions			2. Cooperation	
Students Building Models			3. Persistence	
Students Gathering/Interpreting Data			4. Responsibility	
Students Drawing Diagrams			5. Confidence	
Written Assignment (Seatwork)			6. Enthusiasm	
Students Taking Test			7. Objectivity	
Other:			8. Accuracy	
			9. Critical Thinking	
Classroom Interactions		O	Description of the Activity	
Convergent Questions (Teacher-Student)				
Divergent Questions (Teacher-Student)				
Student-Student Discussion				
Teacher-Student Discussion				
Classroom Atmosphere		O		
Students Enthusiastic/Interested				
Students Seem Apathetic/Uninterested				
Students on Task (Approx. () % on task)				
Students Require Disciplinary Action				
Students Know Routine/Take Initiative				
Classroom is Orderly/Well Managed				
Instructional Time Well Managed				
Class Interruptions-Freq. () Non-intrusive ()				

DISTRICT CURRICULUM OBSERVATION FORM

School:	Teacher:
Date:	Number of Students:

Reading/Language Arts

Physical Setting/Classroom Environment		O	Lesson Analysis		
Tables () Desks () Combination ()			Teacher:		
Manipulatives Available			Lesson Title:		
Globes () Maps () Cartography Tools ()					
Student Work Displayed			Reading/Language Arts Process/Activity	Y	N
Adequate Storage Space			1. Reflecting		
Grouping Pattern:			2. Observing		
Large Group			3. Identifying		
Small Group			4. Inquiring		
One-to-One			5. Communicating		
Individual			6. Predicting		
Cooperative Group			7. Investigating		
			8. Decision Making		
Instructional Activity in Progress	O		9. Interactive Study		
Lecture			10. Conducting a Survey		
Teacher Demonstration			11. Collecting/Recording Data		
Teacher Making Connections			12. Interpreting Data		
Students Designing a Presentation			13. Content Integration		
Students Investigating Psych./Soc./Econ./Pol.			14. Evaluating		
Interpretive Discussion			15. Interpretive Discussion		
Reflective Writing Relating to Concepts Taught					
Students Using Map Skills			Learning Attitudes Demonstrated		
Asking Factual Questions			1. Curiosity		
Asking Higher-Order Questions			2. Cooperation		
Students Completing a Reading Assignment			3. Persistence		
Students Gathering/Interpreting Data			4. Responsibility		
Students Drawing Maps/Diagrams/Graphs			5. Confidence		
Written Assignment (Seatwork)			6. Enthusiasm		
Students Taking Test			7. Objectivity		
Other:			8. Accuracy		
			9. Critical Thinking		
Classroom Interactions	O		Description of the Activity		
Convergent Questions (Teacher-Student)					
Divergent Questions (Teacher-Student)					
Student-Student Discussion					
Teacher-Student Discussion					
Classroom Atmosphere	O				
Students Enthusiastic/Interested					
Students Seem Apathetic/Uninterested					
Students on Task (Approx. (%) on task)					
Students Require Disciplinary Action					
Students Know Routine/Take Initiative					
Classroom is Orderly/Well Managed					
Instructional Time Well Managed					
Class Interruptions-Freq. () Non-intrusive ()					

DISTRICT CURRICULUM OBSERVATION FORM

School:	Teacher:
Date:	Number of Students:

Science

Physical Setting/Classroom Environment		O	Lesson Analysis		
Tables () Desks () Combination ()			Teacher:		
Manipulatives Available			Lesson Title:		
Calculators Scientific () Graphing ()					
Student Work Displayed			Science Process/Activity		Y N
Adequate Storage Space			1. Inferring		
Grouping Pattern:			2. Observing		
Large Group			3. Classifying		
Small Group			4. Measuring		
One-to-One			5. Communicating		
Individual			6. Predicting		
Cooperative Group			7. Investigating		
			8. Designing Experiment		
Instructional Activity in Progress		O	9. Formulating Hypotheses		
Lecture			10. Conducting an Experiment		
Teacher Demonstration			11. Collecting/Recording Data		
Teacher Making Connections			12. Interpreting Data		
Students Designing an Experiment			13. Formulating Conclusions		
Students Conducting an Experiment			14. Evaluating		
Interpretive Discussion			15. Interpretive Discussion		
Writing About Results					
Students Using Calculators			Learning Attitudes Demonstrated		Y N
Asking Factual Questions			1. Curiosity		
Asking Higher-Order Questions			2. Cooperation		
Students Completing A Reading Assignment			3. Persistence		
Students Gathering/Interpreting Data			4. Responsibility		
Students Drawing Diagrams			5. Confidence		
Written Assignment (Seatwork)			6. Enthusiasm		
Students Taking Test			7. Objectivity		
Other:			8. Accuracy		
			9. Critical Thinking		
Classroom Interactions		O	Description of the Activity		
Convergent Questions (Teacher-Student)					
Divergent Questions (Teacher-Student)					
Student-Student Discussion					
Teacher-Student Discussion					
Classroom Atmosphere		O			
Students Enthusiastic/Interested					
Students Seem Apathetic/Uninterested					
Students on Task (Approx. () % on task)					
Students Require Disciplinary Action					
Students Know Routine/Take Initiative					
Classroom is Orderly/Well Managed					
Instructional Time Well Managed					
Class Interruptions-Freq. () Non-intrusive ()					

DISTRICT CURRICULUM OBSERVATION FORM

School:	Teacher:
Date:	Number of Students:

Social Studies

Physical Setting/Classroom Environment		O	Lesson Analysis		
Tables () Desks () Combination ()			Teacher:		
Manipulatives Available			Lesson Title:		
Globes () Maps () Cartography Tools ()					
Student Work Displayed			Social Studies Process/Activity		N
Adequate Storage Space			1. Reflecting	Y	
Grouping Pattern:			2. Observing		
Large Group			3. Identifying		
Small Group			4. Inquiring		
One-to-One			5. Communicating		
Individual			6. Predicting		
Cooperative Group			7. Investigating		
			8. Decision Making		
Instructional Activity in Progress	O		9. Interactive Study		
Lecture			10. Conducting a Survey		
Teacher Demonstration			11. Collecting/Recording Data		
Teacher Making Connections			12. Interpreting Data		
Students Designing a Presentation			13. Content Integration		
Students Investigating Psych./Soc./Econ./Pol.			14. Evaluating		
Interpretive Discussion			15. Interpretive Discussion		
Reflective Writing Relating to Concept Taught					
Students Using Map Skills			Learning Attitudes Demonstrated		
Asking Factual Questions			1. Curiosity		
Asking Higher-Order Questions			2. Cooperation		
Students Completing a Reading Assignment			3. Persistence		
Students Gathering/Interpreting Data			4. Responsibility		
Students Drawing Maps/Diagrams/Graphs			5. Confidence		
Written Assignment (Seatwork)			6. Enthusiasm		
Students Taking Test			7. Objectivity		
Other:			8. Accuracy		
			9. Critical Thinking		
Classroom Interactions	O		Description of the Activity		
Convergent Questions (Teacher-Student)					
Divergent Questions (Teacher-Student)					
Student-Student Discussion					
Teacher-Student Discussion					
Classroom Atmosphere	O				
Students Enthusiastic/Interested					
Students Seem Apathetic/Uninterested					
Students on Task (Approx. (%) on task)					
Students Require Disciplinary Action					
Students Know Routine/Take Initiative					
Classroom is Orderly/Well Managed					
Instructional Time Well Managed					
Class Interruptions-Freq. () Non-intrusive ()					

EFFECTIVE LESSON DESIGN AND DELIVERY

Consistent Results	Present	Modifications Needed/Notes
Planning patterns:		
* Incorporates "best practice"		
* Aligned with core content/POS		
* Provides student choice		
* Incorporates novelty and variety		
Lesson Patterns:		
* Set clear expectations and focus students on task		
* Gives idea why material is being learned (provides authenticity)		
* Provides focus for the learning		
* Presents in context for learners in an effective sequence		
* Review prior knowledge		
* Reviews skills, knowledge, concepts already in place		
* Reviews successes and application		
* Bridges prior learning to new step (Transfer)		
* Sets up anticipation for current lesson (Motivation)		
* Pose task for STUDENTS		
* Offers a problem to be solved, a dilemma to be resolved, a product to be created, a performance to be provided		
* Observes patterns as students work (student engagement, persistence, success)		
* Addresses diverse learners		
* Cues students: helps clarify thinking		
* Measure for progress often		
* Check for understanding with feedback		
* Diagnose and anticipate where students are in learning/application process		
* Provide structure (Clear directions and explanations)		
* Uses anecdotal records as well as traditional assessment and scoring guides		
* Uses clearly articulated standards that will be used in the assessment		
* Provide guided practice/independent practice		
* Guide and model newly learned knowledge (manipulatives, independent activity, group work)		
* Provide for affirmation of student work		
* Provide a learning environment conducive to risk taking		
* Maintain high expectations for all students		
* Link and repeat: ask students to prove what they think they know. (Self-reflection)		

